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ABSTRACT

A reappraisal of the educational mission of Western Michigan University is attempted by the All-University Committee on Graduate and Professional Education. The events leading to the creation of the committee, its charge, and its plan of action are described, followed by a history of graduate programs at the university. The purposes of graduate education, specifically the mission of Western within those purposes, are examined. Major topics studied by the committee and its subcommittees include: graduate students; curricula; the graduate faculty; the administration of graduate education; instructional facilities such as computers, laboratories, libraries, and instructional communications; and community service and continuing education. The committee urges a continuance of this self-study process, and 43 specific recommendations are offered. (LBH)

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GRADUATE EDUCATION AT WESTERN MICHIGAN UNIVERSITY

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A REPORT BY THE ALL-UNIVERSITY COMMITTEE ON GRADUATE AND PROFESSIONAL EDUCATION

Graduate Education
at
Western Michigan University

A Report by the All-University Committee on
Graduate and Professional Education

1976

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PREFACE

Because of economic prosperity and an accompanying increase in student enrollments, the years of the 1960's and the early 1970's led to an expansion of facilities, programs, and faculties in higher education. While such development was not without some degree of planning, little thought was given to the implications for future years. Today we are experiencing the agonies of over-extension in higher education. We now face the need for not only a critical appraisal of existing programs but also the unpleasant possibility of having to reduce programs.

Western Michigan University has not escaped the hazards of rapid growth, nor has it avoided the pain of critical self-study. The time has come, however, for a careful reappraisal of the educational mission of the University. Surely, the establishment of this committee, the All-University Committee on Graduate and Professional Education, was an important first step in that direction.

This report, then, embodies the Committee's efforts. Chapter I describes the events leading to the creation of the Committee, its charge, and its plan of action. Chapter II presents the history of graduate programs at Western. Chapter III discusses the purposes of graduate education and, specifically, the mission of Western within those purposes. Chapters IV through IX describe the major topics studied by the Committee and its sub-committees. Finally, Chapter X summarizes the major findings of the Committee.

Although this report represents the work of many persons, the Committee is particularly indebted to the members of the Topic and Special Committees, who gave unstintingly of their time and energy. Their names and major areas of responsibility occur at the end of this report. It should also be noted that the individual chapters based on the studies of the sub-committees cover only a small part of the research efforts of the committee members. Each of the committee reports is on file in The Graduate College for the future study and use of other committees.

The Committee also acknowledges its gratitude to Mrs. Elizabeth S. White, its editorial consultant; to Ms. Mary Frances Fenton, graphics consultant from the Educational Resources Center, for her art work; to Dr. John E. Nangle, Associate Director of the Office of Institutional Research, for his advice and assistance as a resource consultant throughout this study; to Ms. Valerie C. Hauch and Dr. Kenneth G. Hummel, research assistants; and to Mrs. Melba J. Bentz, Mrs. Ulla Goodrich, Ms. Judi Gilmore, Mrs. Linda Flowers, and Ms. Bonnie L. Frank for their valuable secretarial assistance.

Finally, a few words about the All-University Committee on Graduate and Professional Education. For nearly two years, and spanning the administration of three University Presidents, the Committee met regularly to complete its task. Those countless hours brought frustration, anger, disagreement, consensus, laughter, and satisfaction. Members of the Committee reviewed, discussed, and learned. They frequently did not agree with each other and on several occasions were in disagreement with the recommendations of the sub-committees. In spite of these conflicts, the report represents the efforts of a committee and not the opinions of selected individuals. Furthermore, the Committee realizes that its report represents a beginning—a point of departure. Full understanding of Western's mission in the area of graduate education will depend on further study and effort, but the Committee believes its report to be in the best current interests of Western. Therefore, it urges the University community to consider this report carefully and to implement its recommendations.

W. D. Martinson
Chairman

CHAPTER I

INTRODUCTION

Graduate education plays a significant role at Western Michigan University. In less than a quarter of a century, graduate programs have grown so that nearly one of every four students at Western is now enrolled at the postbaccalaureate level. Who are these students? In what programs are they enrolled? What are desirable goals for graduate education at this university? What changes are necessary to attain such goals? These and a host of related questions are being raised at Western as at most major universities across the nation. The intent of this report is to answer these questions.

The Need for a Self-Study

At least three discernible events have led to the need for a study of graduate education at Western. These include a successful study of undergratuate education at Western, a rapid growth in graduate programs and enrollment, and a mounting effort from the State to encourage universities to use their resources more carefully. Each event in turn deserves additional comment.

The work of the All-University Committee on Undergraduate Education and its twenty-four associated task forces began in late 1969 after President James W. Miller outlined its mission. The efforts of that Committee resulted in the C.U.E. report, published in June, 1971, and widely distributed throughout the University community. Like the outcome of any comprehensive self-study, the Committee's recommendations were received with mixed reactions. While unanimity did not exist, the University community responded favorably, and many recommendations were adopted and subsequently acted upon. Thus, the stage was now set to focus on graduate and professional education at Western.

The second event was the rapid growth in graduate programs and enrollment at Western. From its beginning in 1938-39, with only 4 courses and 111 students enrolled in a single degree program at the master's level, Western moved to an on-campus Fall, 1974 enrollment of 4,139 graduate students. The bulk of these students was enrolled in 58 master's, 11 specialist, and 8 doctoral degree programs. There were 553 courses offered that semester at the 500-, 600-, and 700-levels in which graduate students were enrolled. These and other data lead to some startling comparative figures. For example, the proportion of graduate students in the total fall enrollment at Western climbed from 5.8 percent in 1939 to 19.6 percent in 1974. There were 35 graduate level programs in 1960 and 65 in 1974. In the academic year 1952-53, Western awarded a total of 146 graduate degrees, whereas in 1973-74 the University awarded 1,460 advanced degrees. This growth represents an increase of 900 percent. All of these statistics point toward the same conclusion; namely, that graduate programs and students have increased dramatically at Western over the past several years. Such growth needs planned direction if the University is to guarantee that quality will accompany quantity. Moreover, programs and services must meet student needs if the University is to continue to attract increasing numbers of graduate students. Additionally, Western must examine its goals for graduate education and then set its priorities.

The third set of events leading to a study of graduate education at Western occurred at the State level. Pressures at the State level had already stimulated an assessment of programs and resources at many universities. Currently, these consist of loosely organized efforts exerted throughout various fiscal, legislative, and coordinating agencies to encourage coordinated, state-wide planning for postsecondary educational programs. For example, in the late 1960's the State Board of Education required the universities and colleges to submit five-year plans covering projected new programs. In late 1972 the Governor appointed a Commission on Higher Education to assess and define the goals and functions of postsecondary education as well as to make recommendations concerning governance, planning, and coordination of such educational efforts. Among other things, the Commission recommended that the State create a Board of Postsecondary Education whose duties would consist of planning but not governing. It would collect data and advise the Governor and legislature on such matters as planning and assessing programs, recommending roles for individual institutions, and assessing financial needs.[1]

Another related development was the appearance of the Final Report of the Superintendent of Public Instruction's Task Force on

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[1] Governor's Commission on Higher Education. "Building for the Future of Postsecondary Education in Michigan" (October, 1974).

Graduate Education. In the Forward of this sizable report, several key passages seemed pertinent to the initiation of Western's self-study:

> Graduate institutions must begin now to inventory and capitalize on those resources which will clearly delineate their individual primary missions . . . . The front-line responsibility for reassessing strengths and weaknesses and realigning missions belongs rightly with the graduate institutions themselves . . . .[2]
>
> Proposed new graduate programs must be rigorously evaluated prior to their introduction, and existing graduate programs should be periodically reviewed to assure continued need and high quality.[3]

These developments at the State level may well mean that universities will be required to justify their graduate programs in terms of necessity and quality. The probable consequences for universities that fail to provide such justification seem obvious. Fortunately, Western can avoid any threat of external control in this instance by assuming the initiative for its own study of graduate programs.

The Charge and Creation of the Committee

President James W. Miller first hinted at the need for a committee to study graduate education in his "State of the University" address on October 19, 1972. He stated: "What we must now do is evaluate our present programs, the needs of students and society, and on that basis determine which programs are no longer viable, which are deserving of increased support, and which new areas may be the basis of our future graduate growth and service."[4]

In that same address, he took specific steps to begin such an effort by asking that the members of the Graduate Studies Council "devote a significant portion of their effort and time during the 1972-73 academic year to formulating what they believe would be the appropriate rationale, charge, and organization for an overall study of Western's graduate programs, present and future."[5]

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[2] Task Force on Graduate Education, "Graduate Education in Michigan" (June 1974), p. ii.

[3] *Ibid.*, p. iii.

[4] "The State of Western Michigan University: An Address by President James W. Miller" (October 19, 1972), p. 6.

[5] *Ibid.*, p. 7.

In his 1973 "State of the University" address, President Miller further stated:

> **I will shortly announce the composition of a Committee on Graduate and Professional Education . . . . The charge to the Committee will call for a thorough, systematic, and critical examination of what we are doing and what we should be doing in graduate education. This will aid in establishing the primary goals and directions of the University in this area. The Committee will also be charged to recommend whatever modifications, additions, or deletions are needed in current programs, practices, and priorities to attain these goals in a planned, efficient, and expeditious manner.[6]**

On October 22, 1973, the selection of members for the All-University Committee on Graduate and Professional Education was completed and letters of notification were sent to those appointed. Less than a month later, November 9, the first meeting of the original fifteen members of the Committee was convened.

The work of this Committee spanned the administrations of three Presidents. Although President Miller had originally created the Committee, he retired before it completed its mission. However, the interim President, Dr. Myron L. Coulter, affirmed his strong support for the Committee in a letter to the University community dated July 17, 1974. The new President, Dr. John T. Bernhard, after his arrival in August of 1974, expressed his keen interest in the work of the Committee and in a letter to the Chairman on November 5, 1974, conveyed his anticipation of the Committee's recommendations.

The Activities of the Committee

The first order of business for the newly created body was to examine the full intent of President Miller's charge. Moreover, the Committee had to decide what approach would best lead to the successful completion of its job.

The Committee also realized that it first had to solicit the opinions of those directly involved in graduate and professional education—namely, administration, faculty, and students. The Committee then interviewed persons from these areas in late January and early February, 1974. Among the questions asked at that time were: "What are the strengths and weaknesses of graduate education at Western?" and "What should be the goals of graduate education at Western?" Subsequent Committee meetings dealt with assimilating, summarizing, and interpreting the wealth of responses gleaned from what came to be known as the "initial sojourn" into the University. Much of the information accumulated during this phase was to have lasting impact on the deliberations of the Committee.

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[6] "The State of Western Michigan University: An Address by President James W. Miller" (October 4, 1973), pp. 10-11.

Since the task of reviewing graduate education was to be both intensive and extensive in scope, the Committee requested outside help from the University community. Accordingly, various committees were formed around seven areas: Administration, Community Service, Continuing Education, Curricula, Facilities, Faculty, and Students. From lists of nominees and volunteers, appointments were made to these committees that included faculty, administrators, students, and professional support staff. One or more of the Committee members also served on these subcommittees. They sat in on meetings, read, and reacted to initial drafts of reports, and communicated their findings to the Committee.

The Committee then addressed itself in detail to the problem of defining those tasks to be performed by the newly created subcommittees. Its members prepared study questions that would act as guidelines for the tasks to be performed. For example, the Topic Committee on Curricula was asked the following: "What are the general graduation requirements, policies and practices for the master's, specialist, and doctoral degrees at Western Michigan University? What is the rationale for these requirements? What procedures of review and evaluation are used to determine the adequacy and relevance of these requirements? What exceptions are made to these degree requirements? By whom? How often? On what basis?"

As study questions were being framed, the Committee also asked two fundamental questions: "What are the purposes and goals of graduate education?" and "What are the differences between graduate and graduate-professional education?" Efforts to reach answers to these questions were protracted and generated a series of position papers that received critical examination by the Committee. In answering the second question, the Committee concluded that all graduate education is professional in a broad sense and that the importance of recognizing programmatic differences must be emphasized. After answering the first question, the Committee sent its responses to all sub-committees, deans, department chairpersons, program directors, and graduate advisors and then asked for feedback. Although a relatively small number of persons actually responded, the feedback proved provocative, the upshot being that the Committee carefully rethought and modified some of its earlier responses.

Meanwhile, the sub-committees were answering the study questions. They compiled factual and statistical data, known as first-stage reports, and sent them to the Committee. The Committee liaison person then reported back to the sub-committees, sometimes asking that a point be clarified or amplified but also summarizing the reactions of the Committee.

Next, the Committee considered the possible format for the final or second-stage reports to be submitted by the sub-committees. These were to be based on the finding of the first-stage reports and on the Committee's final statement on the future role of graduate education at Western. In addition, these final reports were to recommend necessary changes in graduate education at Western. After assimilating the second-stage reports, the Committee then drafted this report.

CHAPTER II

A HISTORY OF GRADUATE EDUCATION AT WESTERN

A history of graduate education at Western may illuminate how Western arrived at its present position. This history will reveal that Western has both reacted to and initiated change. It is hoped, furthermore, that this history will suggest some future directions for the University.

The Early Period, 1903-1950

Because the State Board of Education tightened its requirements for teachers, Western grew from Western State Normal School, a two-year normal school founded in 1903, to Western State Teachers College in 1927. By 1937 a candidate who held a provisional teaching certificate and wished a life certificate was required to complete satisfactorily at least fifteen additional hours of college work. Although a candidate could take these hours at the undergraduate level, in many cases he found it advantageous to apply these credits toward the master's degree. Hence, the State Board of Education requested the University of Michigan on February 21, 1938, to investigate the possibilities of establishing extramural graduate programs at the teachers' colleges in Kalamazoo, Marquette, Mount Pleasant, and Ypsilanti. The University of Michigan Regents and the teachers' college presidents agreed to a plan, approved by the State Board on July 29, 1938, which called for a graduate division at each of the four state teachers' colleges. Under this plan the instructors and the courses to be offered had to receive approval from the University of Michigan, which also had to validate the credentials of the students and to appoint faculty sponsors for each course offered. The only courses that could be approved were those taught at the University of Michigan bearing the same course numbers and departmental designations as those at the University. The University of Michigan awarded the master's degree in education to candidates who had either satisfactorily completed twenty-four semester hours of graduate work and had written an acceptable thesis or had completed thirty hours without a thesis. One six-hour summer term also had to be completed satisfactorily at the Ann Arbor campus.

As a result of this agreement between the State Board and the

University of Michigan, Western organized the Graduate Division in February, 1939, with 111 students enrolling in four courses. A coordinator of graduate work was designated for this first year; however, in the summer of 1939, Elmer H. Wilds was appointed Chairman of the Graduate Division, his title changing to Director in 1943. The administrators of the Graduate Division at this time all came from the Department of Education.

Between 1943 and 1947, the number of graduate courses increased. The *Catalog* of 1947, for example, listed six curricula for the master's degree: 1) Teaching in the Elementary Schools, 2) Teaching in the Secondary School, 3) Administration and Supervision of Elementary Schools, 4) Administration and Supervision of Secondary Schools, 5) General Education Administration, and 6) Guidance and Pupil Personnel. Two more areas in Business Education and Vocational Education were added the following year. In all these programs there were certain common features: ten or twelve semester hours of professional education courses and eight to twelve hours of academic subjects in cognate areas.

As an extramural unit of the University of Michigan, the Graduate Division served graduate students in education, chiefly from southwestern Michigan, from 1939 until 1952. Although the emphasis was on the advanced training of teachers, many different departments offered courses under this arrangement; and as enrollments and offerings increased, it became obvious that Western should have an independent graduate program.

Coming of Age, 1951-1958

An important shift in Western's graduate program occurred on October 12, 1951, when the State Board of Education authorized Western to grant its own master's degrees. During the 1951-52 academic year, a Graduate Council first appeared, assisting the Director of the Graduate Division and later the Dean of Graduate Studies in the development of graduate programs and in other policy matters. Members of the Council came not only from Education but also from departments in the liberal arts and sciences, such as Biology, Chemistry, English, History, Music and Psychology. Such a group, then, reflected broader interests and wider support of graduate programs than one might have suspected at this time.

Less visibly, the "10-10-10" program that existed in the mid-to-late 1950's led to greater diversity in graduate programming. The name "10-10-10" was coined to describe the typical pattern of the curricular content for "Teaching of __________" master's degree programs. These programs contained ten hours of professional education courses, ten hours of courses in a major field, and ten hours of electives, which students chose in cooperation with their advisors. Often, the advisors were faculty members in the arts and sciences who tended to steer students into electives in those areas.

The years from 1952 through 1957 saw a further expansion of graduate programs. New curricula leading to a master's degree in education were added and included Teaching in the Junior High School, Teaching in Junior College, School Librarianship, and School Psychologist. A new Master of Arts program in occupational therapy also was introduced in 1952. As programs developed, departments began to award graduate fellowships and, in the areas of social science and guidance, internships.

Western's administration was reorganized in 1956 in response to the growing complexity of undergraduate and graduate programs. Five schools, each with its own dean, were created: Applied Arts and Sciences, Business, Education, Liberal Arts and Sciences, and Graduate Studies. Dr. George G. Mallinson, Professor of Psychology and Science Education and Acting Director of the Graduate Division since 1953, became Dean of the School of Graduate Studies. In 1956-57 the Assistant to the Dean, who was responsible for admissions and the organization of all student records, was appointed to the Graduate Division. The Graduate Advisory Council also established more formalized policies for the appointment of persons to the graduate faculty that year.

Emergence of a Multipurpose University 1958-1964

Important changes in the scope, nature and status of Western helped convince the State Board of Education in February, 1957, to grant Western university status. Henceforth, it would be known as Western Michigan University. Another major event, which thrust the University into the category of a multipurpose institution, occurred in 1958: the State Board of Education granted permission to the School of Graduate Studies to offer a Master of Arts degree in areas other than education. Consequently, the Graduate Advisory

Council developed and approved master's degree programs in biology, chemistry, history, political science, psychology, sociology, and librarianship. The librarianship program had been transferred the previous February from the School of Education to the School of Graduate Studies. In 1959 new Master of Arts programs in English and economics were introduced and one in physics was approved. That same year the Department of Librarianship received accreditation from the American Library Association.

Of major consequence for the future of graduate education at Western were three developments in the early 1960's. One was the approval by the State Board of Education, in February, 1960, of two advanced programs leading to a Specialist in Education degree in the areas of school administration and school psychology. Secondly, the University's Administrative Council approved the establishment of a research agency, later to become the Office of Research Services, within the School of Graduate Studies. Thirdly, the first step was taken to establish a computer laboratory, today known as the Computer Center, a major teaching and research tool serving many graduate programs.

From 1960-61 through 1963-64, Western initiated four new programs at the master's and specialist degree levels, while five new programs at both levels received approval. A program leading to the Master of Business Administration degree also began during this time. In June, 1961, the North Central Association of Colleges and Secondary Schools accredited two Specialist in Education programs, the first of such programs to be accredited by a regional accrediting agency in the United States. Shortly after, the National Council for Accreditation of Teacher Education provisionally approved these specialist programs, and authorized the University to develop two additional options in curriculum development and guidance. Western also received a grant for the purpose of establishing a center for the training of the blind.

The University now implemented certain administrative procedures relating to the admission of graduate students. Students had to have a grade point average of 2.5 for admission (formerly, 2.2 had been sufficient; in 1965 2.5 was raised to 2.6). They also had to pass the New Purdue Test in English; and, if they were specialist candidates, take the Graduate Record Examination. To help administer the growing graduate programs, the Graduate Studies Council activated five standing committees in September, 1962: 1) Courses and Curricula, 2) Graduate Publications, 3)

Graduate Awards and Fellowships, 4) Graduate School Growth (later called the Graduate Growth and Development Committee), and 5) Admissions and Standards. The academic year 1963-64 saw an increase in the administrative staff of the School of Graduate Studies: besides the Dean and the Assistant to the Dean, the staff included the Administrative Assistant.

Toward Doctoral Level Programs, 1964-1969

By 1964 forty-one different degree programs existed at either the master's or specialist level. The University then decided to establish doctoral programs. These ambitions took concrete form when the University's Board of Trustees approved doctoral programs in chemistry, educational leadership, science education, sociology, and special education. Both the individual departments and the Graduate Studies Council now began carefully to consider how to select graduate faculty and students, how to identify departments with the potential for doctoral programs, and what to require of students with respect to language, residency, and program duration. Concurrently, the North Central Assocation named an advisor, Dean Henry E. Bent of the University of Missouri, to work with Western on the development of its doctoral programs. Also, during 1964-65 Western initiated two additional programs, a Specialist in Education in teaching in the community college and a Master of Science in technology. The School of Graduate Studies again underwent reorganization: a Director of Graduate Student Personnel was appointed and the Administrative Assistant was renamed the Assistant Dean.

In April, 1966, the North Central Association gave provisional accreditation to doctoral programs in chemistry, educational leadership, and sociology. Previously, on December 22, 1965, the State Board had approved programs in educational leadership, science education, and special education. It approved a doctoral program in sociology on January 12, 1966 and one in chemistry on January 26, 1966. Four months later the North Central Association also approved a doctoral program in science education. Because of these actions, Western could begin four doctoral programs in the autumn of 1966, and in the ensuing months the Graduate Studies Council approved five new Specialist in Education programs and three at the master's level.

Besides the doctoral programs, other major milestones occurred in 1966-67. For the first time, the enrollment of graduate students exceeded two thousand in each of the Fall and Winter Semesters. Three more new master's degree programs were begun, including a Master of Science in accountancy. Soon, another change took place in the organization of the School of Graduate Studies: the position of Associate Dean was created. This person assumed major responsibility for the supervision and planning of graduate programs. Thus, the key administrators in the School of Graduate Studies now included the Dean, the Associate Dean, and the Assistant Dean, the latter assuming responsibility for graduate student services.

In 1967-69 the pace of initiating and conducting graduate programs quickened. In 1967-68 the University approved five new master's degree programs, including one in occupational therapy and one in statistics. In the same year the University also approved programs that would lead to the Specialist in Arts degree in six specialty areas, intended primarily to help train community college teachers. During that academic year Western awarded in excess of one thousand advanced degrees, two of which were Doctor of Education degrees. In the fall of 1968, the University initiated a doctoral program in mathematics, bringing to five the total number of ongoing doctoral programs. There were also fifty-six master's and thirteen specialist degree programs in existence by then. During this same period the University increased the number of Graduate Residence Centers so that students from outlying areas could participate in graduate programs. First Muskegon, then Grand Rapids, and finally Benton Harbor were approved as Graduate Residence Centers.

Western modified several procedures and requirements governing graduate students in this period. These included permission for master's degree students to include upon approval, up to six hours of course work at the 300-400 level in a graduate program. In addition, the ceiling was removed on the number of credit hours for which a student could enroll, and doctoral students were permitted to select two research tools with the approval of their committees. Also, the Student Advisory Committee was formed to facilitate communication between graduate students and the School of Graduate Studies. Finally, the University appointed a Director of Professional Experiences who developed and coordinated internship and traineeship experiences.

Prior to this period, the State Board of Education and some legislators had expressed concern that State universities might be guilty of unnecessary proliferation of and duplication among graduate programs. Therefore, the State Board began to require that universities submit five-year projections for all graduate programs being planned. This was intended to facilitate coordinated and rational planning of graduate programs throughout the state. Western hastened to comply with this policy.

The Seventies: A Period of Change and Consolidation

Rapid growth and change in graduate education continued into the early 1970's. On July 1, 1970, the name of the School of Graduate Studies was changed to The Graduate College. This coincided with other changes in the titles of the major instructional units at Western from "schools" to "colleges." New graduate programs continued to emerge, including a Master of Arts in language and a Specialist in Arts in international and area studies. In January, 1970, at a time when semester graduate enrollments exceeded 2,500, the University began to computerize admissions data and some academic records. In addition, the Graduate Committee on Academic Fairness was established to ensure the academic rights of graduate students.

In April, 1971, the North Central Association, after visiting the campus and subsequently reviewing the University's doctoral programs, granted full accreditation to doctoral programs in chemistry, educational leadership, mathematics, science education, and sociology. Master's level programs received continued accreditation. During 1970-71 the Council of Social Work Education reviewed the program leading to the Master of Social Work degree. With the newly implemented Master of Science degree in business, Western now offered seventy-five graduate programs.

A significant change occurred in 1970-71. Because the University had always subscribed to the belief that all may learn, it now permitted persons holding baccalaureate degrees but not pursuing graduate degrees to enroll in graduate courses. This would have the effect of increasing graduate enrollments.

And graduate enrollments, along with the number of advanced degrees awarded, did increase. In 1971-72 graduate enrollments for the first time topped the 3,000 mark in each of the Fall and Winter Semesters. The University approved two more degree programs in computer science and environmental science and awarded 1,315 advanced degrees that year, twenty-two of which were doctorates. In the 1968-71 period, Western ranked thirty-eighth, among one hundred members of the Council of Graduate Schools in the United States, in the number of master's degrees awarded.

In 1971 the administrative structure of The Graduate College underwent further change. Because of the scope and diversity of graduate programs at Western, The Graduate College found itself assuming increased administrative responsibilities. This meant hiring another Associate Dean so that there were then three key administrators in The Graduate College: the Dean and the two Associate Deans.

Additional programs were added in 1972-73. Programs leading to a Master of Science degree in operations research and to a Master of Fine Arts degree began that year. Of special significance was the attention paid to a financial aid program for graduate students from minority groups. This program was renamed the Thurgood Marshall Fellowship Program, and funds to support it doubled.

In 1973-74 new doctoral programs highlighted the development of graduate education at Western. Those approved included one in psychology, one in special education, and one in environmental science. The latter was an option added to the science education doctoral program. Also approved was a new program leading to a master's degree in public administration and the addition of new areas of concentration for two existing master's degree programs. In addition, the University created a special fund to support graduate student research and established the Graduate Student Advisory Committee as an arm of the Graduate Studies Council in 1973-74.

Another important step was taken that year in the area of interdisciplinary programs. Sponsored jointly by the Departments of Biology, Counseling and Personnel, Psychology, and Sociology and the School of Social Work, a program was initiated that would lead to a certificate of speciality in alcohol and drug abuse. On completion of this program, students received a master's degree in their respective departmental program as well as the special certificate. Related to the interest in interdisciplinary programs was the implementation of the Michigan Intercollegiate Graduate Studies (MIGS) program. Graduate students enrolled in any of the twelve participating schools could become "guest scholars" at any of the other participating schools.

By this time, financial aid for graduate students was sizable.

Taking grants, fellowships, associateships, and traineeships into account, financed both by internal and external funding, one notes that Western awarded more than $250,000 to over 150 students. This level of assistance becomes even more impressive when one adds nearly 300 graduate assistantships, representing approximately another $620,000 of financial support during 1973-74.

In 1973-74 President James W. Miller took action to create the All-University Committee on Graduate and Professional Education. With this step, the history of graduate education at Western was brought up to date.

TABLE 1

Graduate Student On-Campus Enrollments, Fall Semesters, 1939-1974

Year	Graduate Student Enrollment	Total University Enrollment	Graduate Students as Percentage of Total Enrollment
1939	147	2,550	5.8
1940	209	2,621	8.0
1941	207	2,514	8.2
1942	110	2,018	5.4
1943	89	2,120	4.2
1944	104	2,006	5.2
1945	81	1,839	4.4
1946	112	4,034	2.8
1947	151	4,035	3.7
1948	171	4,045	4.2
1949	208	4,123	5.0
1950	209	4,146	5.0
1951	194	3,702	5.2
1952	345	4,145	8.3
1953	362	4,367	8.3
1954	417	5,104	8.2
1955	465	5,750	8.1
1956	569	6,493	8.8
1957	571	6,875	8.3
1958	697	7,804	8.9
1959	705	8,303	8.5
1960	945	9,327	10.1
1961	992	9,545	10.4
1962	1,295	11,114	11.6
1963	1,485	12,014	12.4
1964	1,762	13,770	12.8
1965	1,909	16,106	11.8
1966	2,274	16,470	13.8
1967	2,594	18,447	14.1
1968	2,389	18,679	12.8
1969	2,515	20,125	12.5
1970	2,821	21,713	13.0
1971	3,084	21,846	14.1
1972	3,239	21,128	15.3
1973	3,582	20,922	17.1
1974	4,139	21,113	19.6

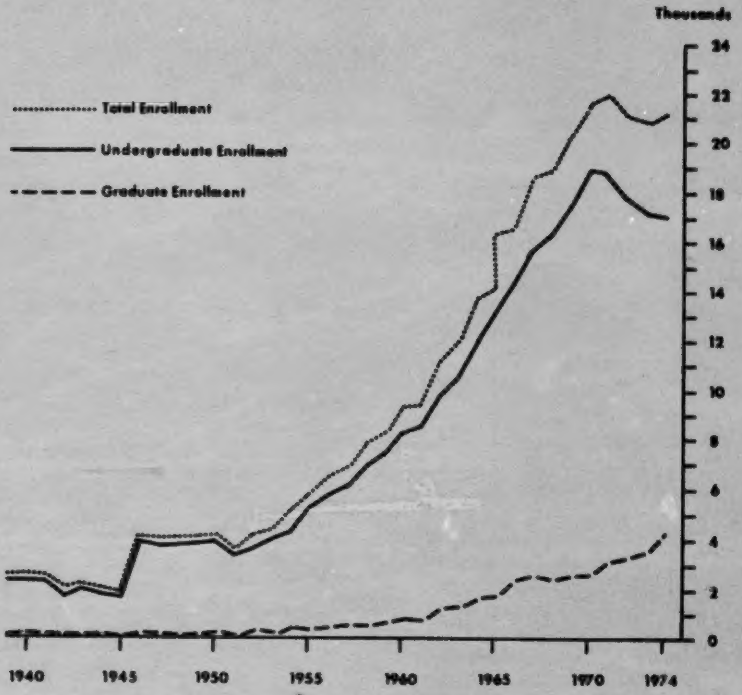


Figure 1. Fall Semester On-Campus Enrollments, 1939-1974

TABLE 2

Graduate Student Enrollments, On-Campus and Off-Campus, Fall Semesters, 1958-1974

Year	On-Campus	Off-Campus	Total
1958	697	315	1,012
1959	705	418	1,123
1960	945	448	1,393
1961	992	627	1,619
1962	1,295	624	1,919
1963	1,485	542	2,027
1964	1,762	790	2,552
1965	1,909	804	2,713
1966	2,274	714	2,988
1967	2,594	713	3,307
1968	2,389	988	3,377
1969	2,515	1,128	3,643
1970	2,821	1,380	4,201
1971	3,084	820	3,904
1972	3,239	1,079	4,318
1973	3,582	943	4,525
1974	4,139	1,231	5,370

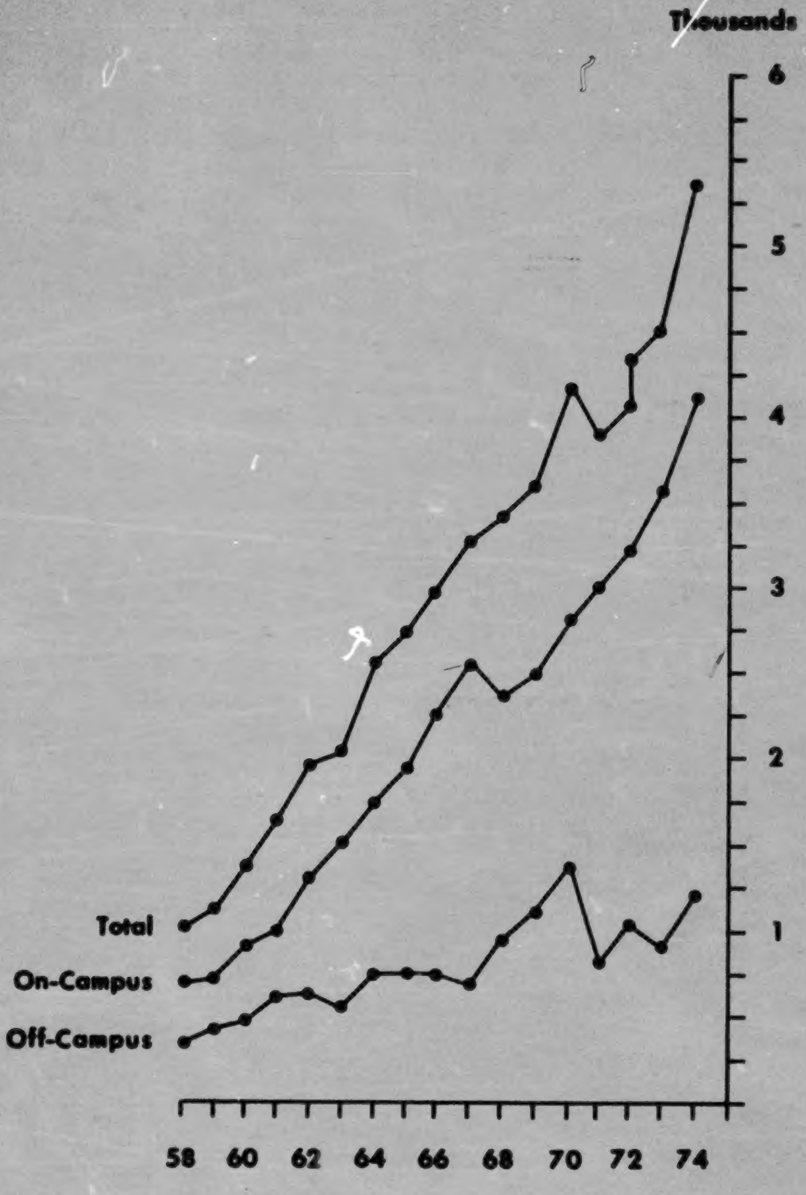


Figure 2. On and Off-Campus Graduate Enrollments, Fall Semesters, 1958-1974

TABLE 3

Master's Degrees Granted by Program, 1952-53 to 1974-75*

		1952-53	53-54	54-55	55-56	56-57	57-58	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	Total
1952	Elementary Sch. Admin.	10	16	22	24	27	26	25	24	18	25	18	24	26	35	21	16	14	14	16					399
	General Sch. Admin.	5	14	21	16	22	12	9	15	9	8	3	13	5	9	6	3	9	5	10					194
	Secondary Sch. Admin.	22	33	35	17	26	22	27	27	17	23	19	22	10	16	19	10	16	13	17					391
	Counseling Personnel	13	10	14	20	23	28	28	38	36	58	47	70	75	85	95	80	93	158	129	139	182	152	136	1,697
	Art, Tch. of	0	0	2	3	1	3	1	1	3	3	2	7	7	6	5	5	9	4	7	7	5	5	4	88
	Business Ed., Tch. of	0	1	5	5	6	6	9	9	5	11	7	8	9	11	13	15	25	27	43	45	34	45	31	370
	Elem. School, Tch. of	5	17	16	18	15	24	33	47	49	37	56	67	60	73	74	61	76	88	61	86	77	91	98	1,229
	English, Tch. of	2	4	8	4	8	7	11	9	6	11	6	11	8	8	3	7	7	6	5	5	1	2	5	157
	Home Economics, Tch. of	0	1	1	1	5	2	5	7	9	7	9	12	11	12	9	6	4	5	6	7	5	1	9	134
	Music, Tch. of	0	5	4	4	10	6	10	12	4	5	13	10	10	9	7	5	5	10	10	17	10	9	6	181
	Physical Ed., Tch. of	1	6	7	16	21	23	15	12	18	12	7	13	18	27	18	30	32	28	36	33	35	40	38	493
	Social Sciences, Tch. of	2	5	6	7	15	15	9	15	9	8	10	11	11	14	13	8	14	4	10	10	16	10	6	228
	Sci. & Math., Tch. of	1	4	5	4	7	9	19	11	23	14	13	30	37	24										201
1953	Curriculum Development	0	0	0	3	2	5	1	1	0	0	2	0	1	1	4	7	1	7	7					42
	Special Education	1	0	1	0	2	6	3	3	8	16	14	16	23	27	29	26	31	33	42	34	38	30	30	405
	Dist. Ed., Tch. of	4	0	2	2	2	2	0	0	1	0	2	0	1	1	1	1	6	2	2	1	1	1	3	35
	Indust. Ed., Tch. of	4	9	10	6	9	21	12	15	19	11	19	18	11	15	19	23	21	29	23	28	31	24	25	402
	Speech Corr., Tch. of	1	7	2	8	8	6	10	15	7	5	9	7	2	3	2	0	1							93
	Adm. Sup. OT	0	0	0	1	1	3	1	1	1	5	5	5	1	5	3	2	4	3	0	3				40
	Librarianship	0	0	2	3	3	11	18	13	14	20	33	36	48	65	80	89	101	81	101	112	111	123	149	1,213
1956	Jr. High School, Tch. of				0	1	3	4	8	6	11	5	12	5	12	8	8	8	7	7	9	11	9	14	148
1957	School Psychology					0	0	3	3	2	1	2	7	1	2	8	7	8	8	12	14	14	14	8	114
	Community College, Tch. in					0	3	5	3	2	4	2	2	5	5	19	22	30	52	52	66	57	49	49	427
1958	Biology						1	0	1	5	2	4	9	3	3	6	7	9	9	8	7	16	11	9	110
	History						0	0	2	2	4	2	6	8	9	10	15	15	22	15	11	18	14	11	164
	Political Science						0	0	3	3	5	4	5	7	5	11	8	4	5	2	5	15	8	10	100
	Psychology						4	5	5	6	8	14	11	20	21	26	24	46	35	32	37	48	71	84	497
	Sociology						0	0	1	0	1	1	6	3	3	4	4	10	8	12	5	8	10	6	82
1959	Chemistry							0	0	1	3	4	4	5	6	8	12	7	5	5	5	4	8	1	78
	Economics							0	1	0	4	0	1	7	4	10	9	10	9	7	12	9	17	11	111
	English							0	0	0	3	5	7	12	16	19	17	16	22	15	24	16	15	12	201
	General Speech, Tch. of							0	2	2	0	1	3	1	2	2	4	4	1	1	2	0	0	1	26
1960	Business Administration								0	0	3	8	18	31	46	93	103	150	151	163	126	97	83	82	1,214
1961	Physics									0	0	1	2	2	3	1	6	8	7	5	6	6	6	5	56

											61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	Total
1962	Orientation & Mobility										0	7	10	12	11	15	21	18	18	17	18	16	23	19	205
	Visiting Teacher										0	0	0	0	0	3	0	1	2	1					7
	Mathematics										0	0	6	9	15	18	18	30	16	20	17	5	10	1	165
	Medieval Studies										0	0	1	3	1	0	1	1	3	5	1	2	0	0	18
1963	Geography											0	1	2	0	8	3	9	10	10	15	6	11	5	80
1964	Home Tchn. of Adult Blind												0	6	7	7	14	5	9	11	5	12	30	21	127
	Music												0	0	1	7	3	9	7	6	7	11	8	12	71
	Speech Path. & Audiology												0	3	20	31	22	23	21	28	27	27	29	44	275
1965	Home Economics													0	0	0	3	1	[illegible]	6	7	2	4	7	36
	Languages													0	0	1	7	8	5	5	16	[illegible]	9	3	67
	Mathematics, Tch. of													0	12	33	25	35	38	28	13	37	26	9	256
	Science, Tch. of													0	6	15	19	11	20	28	18	32	19	20	188
1966	Audio-Visual Media														0	2	5	6	18	12	15	[illegible]	30	20	118
	Technology														0	1	5	16	13	21	14	14	12	15	[illegible]
1967	Earth Science															0	0	2	6	1	4	2	7	3	25
	Int. & Area Studies															0	3	11	6	10	9	5	11	6	61
	Occupational Therapy															0	0	0	1	3	0	5	18	11	38
	Accountancy															0	1	1	6	2	4	6	7	12	39
	Paper Science															0	1	1	1	1	2	1	1	2	10
	Econ. Ed. Disad., Tch. of															0	6	25	34	25	40	22	14	22	188
	Reading, Tch. of															0	10	25	58	28	73	68	93	88	424
1968	Anthropology																0	0	2	1	1	2	0	1	7
	Art																0	0	0	0	5	1	3	4	13
	[illegible] Arts and Sciences																0	0	16	21	19	29	33	32	150
1969	S[illegible]																	0	2	2	4	3	4	4	19
	Social Work																	0	0	33	42	35	47	43	200
1970	Geology																		0	0	1	1	3	3	8
	Educational Leadership																		0	9	50	60	79	94	292
1971	Business																			0	1	1	1	0	3
1972	Computer Science																				0	0	2	6	8
	Fine Arts																				0	0	3	10	13
1973	Operations Research																					0	0	1	1
1974	Public Administration																						0	0	0
1975	Early Childhood Education																							0	0
	Teaching of the Academic Study of Religion																							0	0
	Total	71	132	163	162	209	248	263	304	28[illegible]	324	354	511	517	654	785	867	1,039	1,128	1,195	1,276	1,304	1,304	1,389	14,344

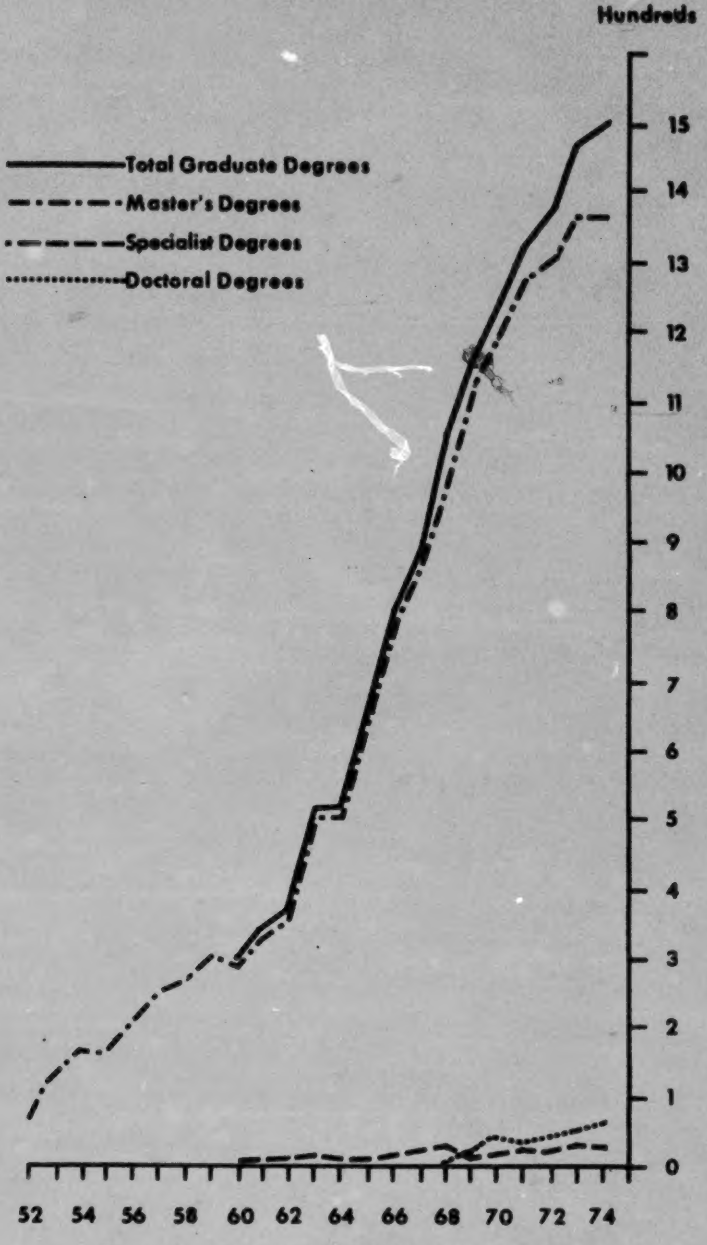


Figure 3. Graduate Degrees Granted, 1952-1974

TABLE 4
Specialist Degrees Granted by Program, 1960-61 to 1974-75

		1960-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	Total
1960	Elementary Sch. Admin.	0	0	1	1	0	0	1	0	0	1						4
	Secondary Sch. Admin	0	0	2	0	1	0	2	1	0	1	1					8
	General Sch. Admin.	2	2	2	3	1	2	3	0	2	4	2					23
	Curriculum Development	0	0	0	1	1	0	2	0	1	1						6
	Counseling-Personnel	0	0	0	2	1	1	1	7	3	2	2	2	6	3	8	38
	School Psych. Examiner	0	3	1	1	1	0	3	4	2	0	1	1	1	4	1	23
1965	Special Education					0	0	0	0	1	0	0	0	0	0	0	1
1966	Business Education						0	0	0	0	0	1	0	2	3	1	7
	English						0	0	0	0	0	0	0	0	1	0	1
	History						0	0	0	3	0	0	0	0	0	0	3
	Librarianship						0	0	2	1	1	3	3	4	2	1	17
	Mathematics						0	1	3	3	0	1	3	1	1	3	16
1967	Science Education							0	0	2	0	1	0	1	5	6	15
1969	Int. & Area Studies									0	0	0	0	1	0	2	3
1971	Educational Leadership											1	8	7	11	5	32
		2	5	6	8	5	3	13	17	18	10	13	17	23	30	27	19

TABLE 5

Doctoral Degrees Granted by Program, 1966-67 to 1974-75

		1966-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	Total
1966	Chemistry	0	0	0	2	8	2	3	1	1	17
	Educational Leadership	0	0	1	7	11	13	19	19	37	106
	Counseling-Personnel	0	0	1	2	3	2	2	11	7	28
	Science Education	0	0	0	1	1	1	4	3	3	13
	Sociology	0	0	0	2	1	3	6	5	2	19
1968	Mathematics			0	2	1	2	3	2	2	12
1974	Psychology								0	0	0
	Special Education								0	0	0
	Total	0	0	2	16	25	23	37	41	52	196

CHAPTER III

GRADUATE EDUCATION: WESTERN'S MISSION AND ROLE

President James W. Miller appointed seven faculty members, five students, and three administrators to serve on the All-University Committee on Graduate and Professional Education in the fall of 1973. He charged the Committee to conduct a thorough examination of graduate education at Western and to recommend necessary changes so that Western could establish its primary goals and direction in that area. The Committee interpreted its charge to mean an examination of graduate education in general; consequently, this report in no way reflects the evaluation of specific programs. Where specific programs are mentioned, they are used only as examples of general points.

The Committee's name and charge point to a distinction between graduate and graduate-professional education which is a part of the common parlance of higher education. The Committee found that the tradition and the literature of higher education reflected a broad distinction between academic and professional programs. However, no precise distinctions between the two are generally accepted. The Committee's basic perspective was that all graduate education has both academic and professional qualities. Thus, rather than suggest a strict dichotomy between the two, the Committee elected to emphasize differences among programs. Throughout this report the generic term—graduate education—is used to refer to both academic and professional postbaccalaureate programs.

The Purpose of Graduate Education at Western

The Committee decided that the central purpose of universities is to enhance the quality of life in our society and that graduate programs contribute in no small way to that end. They lead to an appreciation of the arts, an informed citizenry, and the application of professional expertise to society's problems. Much of their value lies in their emphasis on pushing forward the frontiers of knowledge. Thus, they are crucial in the maintenance and advancement of a scientific and humanistic culture.

Graduate education serves the following five purposes:

The Education and Development of Individuals

An important purpose of graduate education is to provide students with advanced training in a variety of disciplines so that they can pursue specific careers. Historically, the education of specialists has been a dominant purpose of graduate education. Graduate schools furnish students with legitimate credentials to assist them to take a meaningful place in society. In addition, certain individuals come to value graduate education apart from, and in addition to, its occupational worth. They are the ones who love learning for its own sake.

The Advancement of Knowledge

A major purpose of graduate education is to produce new knowledge and creative work for society. This is reflected in student production of theses, dissertations, and other creative endeavors and in faculty production of scholarly and creative work. It is essential that students work with and under faculty who are deeply committed to the advancement of knowledge and creative work.

The Preservation and Transmission of Knowledge

The university is vital to the ongoing social processes by which our culture is preserved and transmitted to successive generations. At the graduate level these processes are more specialized. Because graduate education is concerned with transmitting the methodology by which new knowledge is developed, it ensures the continuing growth and development of those creative activities which maintain and express man's aspirations.

The Identification and Solution of Society's Problems

Owing to the complexity of modern life, the graduate institution has had to address itself to the practical affairs of society. The skills of its faculty and students are needed to help solve the knotty social, scientific, and technological problems society faces. How well they succeed will help determine the future of graduate education and, in a larger sense, the future of society.

The Fostering of Lifelong Education

Increasing numbers of individuals are seeking new forms of education to meet unique and diverse needs. There is a growing demand for recurrent or lifelong education which requires that graduate institutions anticipate and assist in meeting this demand.

The Mission of Graduate Education at Western

Acknowledging the purposes of graduate education, Western must now articulate its mission and then act to fulfill that mission. The following eight mission statements, based on the assumption that graduate education will continue to play a significant role at Western, are meant to serve as guides for the University.

Western Should Continue its Development as a Multipurpose Institution

Western has emerged as a multipurpose university. Established in 1903 as a single-purpose, teacher-training institution, Western saw its role gradually change as it responded to the needs of the State. This was reflected in the change of names from Western State Normal School to Western State Teachers College, Western Michigan College of Education, Western Michigan College, and finally to Western Michigan University.

During the years of rapid growth, Western performed with distinction its original mandate: to prepare educators. In fact, the University remains deeply committed to this function. Approximately 47 percent of the graduate degrees awarded in 1974-75 went to students enrolled in the College of Education. In addition, many students enrolled in other programs plan careers in education. While the University will maintain strong graduate programs in education, it also must be prepared to meet the diverse needs of society with its own diverse programs. This will require strengthening current programs and breaking ground in areas unrelated to education.

Programs at the master's level will continue to play a significant role at Western. Recognizing the importance of these programs and its growing reputation as a graduate institution, the University should protect the integrity of its master's degree programs and guard against their becoming merely a fifth year of study. Moreover, the University should support doctoral programs at a financial level that will maintain or develop their reputations for excellence. In addition, the University should continue to initiate master's, specialist, and doctoral degree programs in areas where need, capabilities, and resources clearly exist.

Western Should be Known for the High Quality of its Graduate Programs

Since our society relies so heavily on the products of graduate education, it is essential to the well-being of society that graduate institutions pursue excellence in their programs. To do less would abuse the public trust. In times of fluctuating enrollments and budgetary uncertainties, the temptations to neglect excellence abound, but Western must vigorously resist these temptations if it is to be known as a graduate institution of quality.

Western already has a number of high quality graduate programs known for their contributions to the region, State, and nation. The University should continue to provide high quality education through the careful selection and advising of students, the establishment of intellectually demanding programs, the encouragement of faculty excellence, and the commitment of resources.

Western Should Emphasize Upper-Level and Graduate Programs

Western has witnessed a steady growth of graduate enrollments in recent years. The graduate enrollment for the Fall Semester, 1974, was at an all-time high of 4,139 students, almost 65 percent higher than that of 1969, just five years ago. Enrollment was an impressive 135 percent above that of ten years ago. Such growth in one decade signals a clear message about the future of this University.

During this same period community colleges experienced accelerating enrollments and underwent phenomenal expansion. Western should make the necessary academic adjustments to meet both the increased needs for upper-level programs in the third and fourth year of undergraduate study and for graduate programs, paying particular attention to the growing demand for part-time educational opportunities. Such efforts not only provide an accommodation between the two types of institutions but also acknowledge the importance of strong undergraduate programs as the foundation upon which graduate programs are built.

Western Should Encourage and Promote Interdisciplinary Study

Because society needs expertise from various disciplines to solve many complex problems and because universities increasingly realize that perspectives from other areas may bear on research within a discipline, there is a growing interest in interdisciplinary studies. The University should respond to this interest by creating a climate conducive to the growth of interdisciplinary graduate programs and research structures, such as the Center for Educational Studies, as well as various *ad hoc* task forces that can furnish interdisciplinary expertise as the need arises.

Western Should Encourage Research and Other Creative Endeavors

To advance knowledge and to help solve society's problems are two purposes of a graduate institution. Fulfilling these purposes is largely dependent upon the degree and the kind of commitment that a university makes to research and other creative endeavors. Therefore, Western should strongly support research and other creative endeavors.

Western Should be a Service-Oriented Institution

The University should serve society by making its resources available to the community. The concept of community has both a geographic and a functional meaning. In the first instance, the University should strive to build and maintain close working relationships with communities in southwestern Michigan. Second, the University should capitalize on the reputations of those programs noted for their uniqueness and strengths to build relationships at the State and national level. The University should then make research and consulting services available to government, business, and other interested groups in nearby communities.

It needs to establish formal mechanisms to effect this. The service concept should also include what is commonly known as lifelong learning.

Western Should be an Institution Committed to Lifelong Learning

The University must recognize its important role in meeting a growing demand for lifelong learning. Many individuals now seek additional education to update their job skills and to enrich their lives. Since these persons often hold an undergraduate degree, they may seek additional course work at the graduate level. Thus, the graduate institution will be increasingly involved in this educational area.

Western has made a conspicuous start in this area with the Permission-To-Take-Classes enrollment status, off-campus offerings, and conferences. However, lifelong education should move beyond the traditional course, curriculum, and degree structure to meet changing demands. Thus, Western must develop new approaches to meet the diverse needs of citizens at the graduate level.

Western Should Recognize its Responsibilities to Students

The University must recognize its dependence on and responsibility to its students. It must facilitate the integration of graduate students into the institution and assure the protection of student academic rights, complying fully with the intent of Affirmative Action regarding the equality of sexes and minority groups. However, it is not sufficient that the University provide only tangible services—such as the Counseling Center, Placement Services, and the Health Center—and protection of student rights; it must also scrupulously avoid compromising the integrity of its programs and must unremittingly strive to achieve that excitement of intellectual discovery that is the essence of graduate education. In order to fulfill these responsibilities, the University must create, in addition, an atmosphere of collegial relationships—of mutual expectations and dependence—among students, faculty, and administration.

CHAPTER IV

GRADUATE STUDENTS

The Committee, realizing that a comprehensive picture of graduate students was essential to understanding the role of graduate education at Western, sought answers to the following questions: Who are our students? Where do they come from? Why are they here? What are their special needs? To answer these questions the Committee interviewed students, faculty, and administrators; sent questionnaires to various groups; and consulted University records and documents. It also learned much from the Office of Institutional Research. Using this information, the Committee presents in this chapter a profile of graduate students, an analysis of graduate student services, student reactions to various aspects of graduate education, and, interspersed throughout, specific recommendations to improve the current programs and general recommendations to help fulfill the missions of graduate education at Western.

Profile of Graduate Students

In the fall of 1974, graduate students accounted for 19.6 percent of Western's total on-campus enrollment. That represented a 400 percent increase over the past sixteen years. Most graduate students, 70 percent of 4,139 (or 2,912), were enrolled at the master's level and most (69.3 percent) were part-time students. Those working in doctoral programs exceeded the number in specialist programs. (See Table 6 for more detailed information.)

Nearly one out of every four graduate students (1,000 of 4,139) had non-degree status. This included students with probationary admission and those who requested Permission-To-Take-Classes (PTC) enrollment status. Most of the non-degree students belonged in the PTC category.

1. **Therefore, the Committee recommends that The Graduate College develop a procedure to determine student needs periodically and a system to collect and report data on graduate students. Furthermore, The Graduate College and individual departments should take special note of the needs of the part-time and the PTC student.**

TABLE 6

Graduate Student On-Campus Enrollment by Program Level, Resident and Non-Resident Category, and Full- and Part-Time Status, Fall Semester, 1974

	Resident			Non-Resident			Totals		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Master's	651	1,818	2,469	302	141	443	953	1,959	2,912
Specialist	13	59	72	5	2	7	18	61	79
Doctoral	101	30	131	13	4	17	114	34	148
Non-Degree	153	806	959	20	21	41	173	827	1,000
Total Graduate Students	918	2,713	3,631	340	168	508	1,258	2,881	4,139
Total University Enrollment	13,740	5,720	19,460	1,369	284	1,653	15,109	6,004	21,113

TABLE 7

On-Campus Graduate Enrollment by
Sex and Program Level, Fall Semester, 1973 and 1974

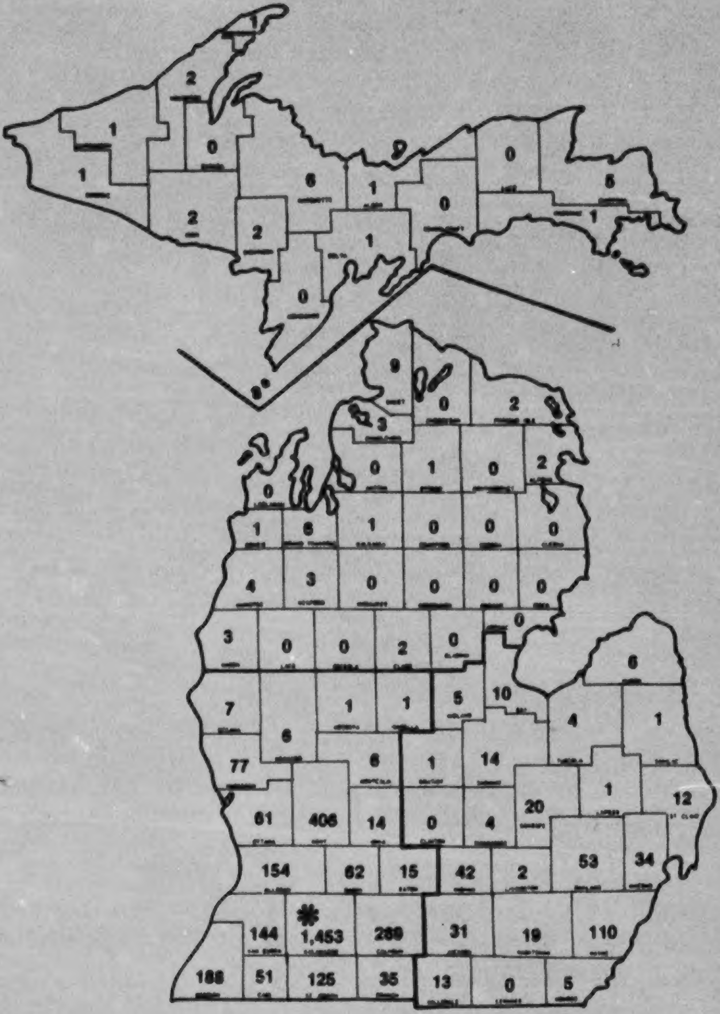
	Fall 1973			Fall 1974			Percentage
	Male	Female	Total	Male	Female	Total	of Increase
Master's	1,404	1,243	2,647	1,496	1,416	2,912	10
Specialist	55	22	77	55	24	79	2.6
Doctoral	112	28	140	112	36	148	5.7
Non-Degree	384	334	718	538	462	1,000	39.3
Total	1,975	1,627	3,582	2,201	1,938	4,139	15.5

The Committee also learned some interesting facts about the age, marital status, racial composition, sex, and geographical origin of Western's graduate students in 1974. Graduate students averaged 29.4 years of age. Nearly two-thirds were married, whereas only 14 percent of the undergraduates were married. Racially, most were white; Blacks represented 4.4 percent of the total graduate student enrollment. (See Appendix B for distribution by race and program.) Over half the graduate students were male (53.2 percent); of the total 4,139 graduate students, approximately 85 percent came from Michigan. Three-fourths of these resided within one hundred miles of Western, though nearly all Michigan counties were represented in the graduate student population. (See Figure 4, and Appendixes C and F.) As for Western's out-of-state graduate students, many came from Illinois, Indiana, and Ohio and 230 came from such countries as Iran, India, Canada, Thailand, the Republic of China (Taiwan), Nigeria, and Pakistan. (See Appendixes D and E.)

Student Personnel Services and Procedures

Admissions

The growth of a superior graduate program depends on how effectively a university recruits and selects students. It cannot afford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62
15
42
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53
34
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110
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35
13
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Figure 4. Graduate Student Enrollment by Counties, Fall Semester, 1974

to lower or abandon its academic standards in order to attract every student, for that may well cause serious students to enroll elsewhere. To attract high caliber students, a university must, of course, ensure high caliber faculty.

The Committee found that the efforts of most departments to recruit able graduate students to Western were inadequate. Currently, no entity exists to disseminate information on graduate programs, to arrange travel for prospective students, and the like.

> **2. Therefore, the Committee recommends that the University strengthen its recruitment program to ensure high caliber graduate students who reflect (a) diversified ethnic, social, and cultural interests and (b) regional, national, and international representations.**
>
> **3. The Committee further recommends that each department develop and submit to the Affirmative Action Coordinating Committee an affirmative action plan for immediate implementation.**

The Graduate College revised the requirements for admission in 1968 to ensure the quality of students in Western's graduate programs. It is important that such requirements be periodically reviewed and updated so that the University can maintain its standards in this area. Currently, The Graduate College is considering changes in these requirements, such as re-examining the criteria under which students change from probationary non-degree status to regular admission degree status.

The Committee reviewed the criteria for the two admissions' categories, the basis for the minimally acceptable grade point average (GPA), and the use of the Graduate Record Examination. The current minimum GPA of 2.6 for the final two years of undergraduate study was based on the average grades of Western seniors in the mid-1960's; this ensured that approximately the upper half of the graduating class could be accepted into graduate school at the parent institution. The rise in the average GPA of recent Western seniors reflects the national trend toward grade inflation. The grade point averages of first semester graduate students in 1974 was 3.28 for those at the master's level, 3.57 for the specialist, and 3.60 for doctoral level students. As for the Graduate Record Examination, the Committee doubted that it should be required of probationary students but thought that the departments might still wish to use it to screen their graduate students.

Although greatly misunderstood and regularly misused, the *Western Michigan University English Usage Test* (commonly known as the English Qualifying Exam) is a requirement for admission to candidacy in Western's graduate programs. The intent of this test is to identify students with language deficiencies and to help them improve their ability to write. From 1963 to 1968 the University had administered the New Purdue Placement Test in English as an admission requirement, but in 1968 the Graduate Studies Council, reaffirming its position on the English proficiency requirement, developed the English Qualifying Exam. As can be expected, student reaction to the examination is mixed, and unfavorable comments are often voiced. Moreover, approximately 22 percent of those taking it do not pass the first time. This figure is significant. Since the content of the examination is based on actual mistakes made in the special skills course and on earlier forms of the examination, it would seem to be a fair evaluation of a student's abilities.[7] Indeed, it is an unfortunate commentary on the American educational system that 22 percent do not pass the test the first time. The Committee thinks that the examination should be retained, and that the student should take it during his first semester or first nine hours of graduate work.

4. **The Committee further recommends that the Graduate Studies Council critically examine the criteria for admission to graduate programs. These would include the use of the Graduate Record Examination and other national standardized examinations, the English Qualifying Exam, and the grade point average level.**

Research

Research, in addition to teaching, is vital to graduate education. It was observed in the "Final Report of the *Ad Hoc*

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[7] For statistical data on and an analysis of this test, see Bernadine P. Carlson, "Western Michigan University English Usage Test . History and Statistical Status."

Committee to Determine Practical Methods of Facilitating Research at Western Michigan University," commonly referred to as the Farris Report, that "no university can mature that does not develop the creative aspects of learning. It is not enough to be a consumer and distributor of the flow of new knowledge. . . . Instead, a university must be a virile source of ferment, new thought and an active generator of new knowledge." [8] The All-University Committee on Graduate and Professional Education reiterated this position in a number of its mission statements in Chapter III.

Western's previous history, however, demonstrates that a commitment to research has been virtually nonexistent. In 1973, for example, Western allocated only 1.46 percent of its budget to sponsored research, whereas Oakland allocated 2.23 percent; Wayne State, 4.69 percent; and Michigan State, 11.46 percent.[9] Moreover, in departments requiring research, the students most often had to provide their own resources for the project. It has only been since 1973 that University funding through The Graduate College has been available on a competitive basis for graduate student research projects, and the amount of funding remains limited.

Although strong teaching and research should together enhance the quality of graduate education at Western, graduate students do not think that either was particularly distinguished. Only 40 percent in a graduate student sample rated faculty teaching as excellent, although a higher percentage of students in the sample rated faculty knowledge of field as excellent. Students were even less impressed with faculty research productivity; over 60 percent rated this as fair to poor. Furthermore, fewer than half of the doctoral students rated faculty research as excellent.[10]

5. **Therefore, the Committee recommends that the University make a serious commitment to increase financial support for student and faculty research. The University should also encourage an atmosphere in which teaching and research**

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[8] "Final Report of the *Ad Hoc* Committee to Determine Practical Methods of Facilitating Research at Western Michigan University" (December, 1971), p. 2. Hereinafter cited as the Farris Report.

[9] Michigan Department of Education, "1973-1974 Fact Book on Higher Education in Michigan" (July, 1974), p. 74.

[10] John E. Nangle, "A Study of Graduate Student Attitudes Regarding Graduate Education at Western Michigan University." Office of Institutional Research (May, 1974), p. 26. Hereinafter cited as the Nangle Study.

complement one another—indeed, are necessary to one another.

Student Financial Aid

A university committed to graduate education will offer financial support to its students. In the fall of 1973, Western provided support for 44.4 percent of its full-time master's, specialist, and doctoral level students. However, when compared with the total enrollment of graduate students in degree programs, this support represented only 15.2 percent or assistance to 435 out of 2,864 students. Those holding assistantships were generally satisfied with the work they had to perform and with its relevance to their professional preparation. They were less satisfied with the size of the stipend and least satisfied with the availability of assistantships.[11] In addition to awarding 279 assistantships for 1973-74, the University awarded 37 associateships, 71 fellowships, 16 session grants, and 21 Graduate Student Research Grants (totaling $5,758) to students for special projects. Federal grants (NSF, NDEA, EDDA, and MDPH) supported 11 additional students.

In general, students were satisfied with the availability of loans and believed that they adequately met their financial needs. They also found it easy to qualify for loans. Although women and foreign students found it easier to secure loans than did men, more men and minority students applied for them. Whereas many graduate students completing degree programs attended on a part-time basis, 35 departments offering graduate work indicated that no support was available for such students. Some departments saw such financial assistance as unnecessary, since most part-time graduate students were employed full-time and received reimbursement from employers. It should be pointed out here, however, that University assistantships and fellowships not only support students financially but they also allow the student to gain practical experience, either in research or in teaching, in a specialized area. In addition, these awards allow the University to compete for and attract superior students. It seems fitting, then, that the University view these awards as serving other purposes than merely providing financial support for students.

Tuition waivers for students with assistantships and fellowships are customary at many other universities and extend the actual dollar value of these awards. Other universities waive out-of-state tuition under certain circumstances—for example, in a case where a family member of a visiting professor on an exchange program wishes to enroll in graduate school. They also use tuition waivers not attached to awards as a recruiting device or waive tuition for families of faculty members.

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[11] *Ibid.*, p. 25.

> **6. The Committee recommends that Western also explore ways of providing greater financial support for graduate students, particularly for the part-time student.**

Placement and Follow-Up

In today's fluctuating job market, it is important that Western regularly receive information on its graduates. (See Appendix G for information on the employment status of graduates in 1972-73.) Of forty departments offering graduate programs, only twelve systematically follow-up their graduates. Such studies would not only indicate numbers of students obtaining jobs but would also communicate other vital information: Had their studies adequately prepared them for a new job? Did they find themselves in a dwindling job market? Were they generally satisfied with their studies? Data of this sort could prove extremely valuable if departments used them to plan faculty, staff, and programs needs for the future.

> **7. Therefore, the Committee recommends that each department and college maintain files on the placement of graduate students and develop follow-up procedures so that they can evaluate and modify programs where necessary.**

Residency Requirements

Currently, the residency requirement for graduation at any of the three degree levels varies, depending on whether a student is on or off campus and enrolled full- or part-time. In the past the residency requirement attempted to bring students from culturally and intellectually isolated areas in the State to a learning center—that is, to a university. This no longer seems necessary, however, in that the development of extension centers and community colleges has meant the diffusion of cultural and intellectual activities. It was also once thought that on-campus education was superior to that in extension centers because the students would have more frequent and sustained contact with faculty members outside the classroom. There is no evidence to support this view either. After all, individual departments are responsible for monitoring their graduate programs, and it is hard to see how they, in all honesty, can approve a course on-campus for a degree and not approve the same course off-campus.

> **8. Therefore, the Committee recommends that the Graduate Studies Council discontinue the residency requirement for all graduate programs and that individual departments and colleges determine the need for—and, where appropriate, establish—whatever residency requirements are necessary to meet specific educational objectives.**

Academic Advising

Data gathered during this study indicated that both faculty members and students were reasonably satisfied with the system of academic advising. Virtually all the graduate departments provided some orientation services for new students. Among the 40 queried, 27 departments used brochures, 19 held group meetings, and 36 provided personal advising. In addition, 11 departments offered orientation services that included dinner meetings, pre- and post-entry orientation programs, graduate handbooks, a TV presentation, a letter of welcome, and in-service training. Twenty-eight departments provided information about both the department and the University; 6 featured only departmental information; and 3 provided only general University information. Only one department did not offer any kind of orientation.

Most graduate advisors indicated that initial advising took place before the student's first enrollment. Five departments stated that initial advising did not occur at any specific time but, rather, at the student's request. Nine departments were unclear about the time of initial advisement. The reported average number of requests for advisement ranged from 7 to 9 in 8 departments, from 4 to 6 in 10 departments, and from 1 to 3 in 4 departments. Eighteen departments did not know the average number of requests.

The procedures used in filing for candidacy status were reported to be irregular. Ten departments filed during the student's first 9 hours; 12 departments between 9 and 18 hours; and 5 during the student's last 12 hours. Twelve departments were uncertain about what was done.

Graduate advisors encountered certain problems in advising students. Among those most frequently mentioned were planning programs for part-time students within the availability of suitable courses, advising students who had already enrolled, and finding the time to advise adequately. Other problems included the time-lag in communication between The Graduate College and the student regarding his application for candidacy and graduation, the frequent need to amend a student's program, the inadequate communication between the advisor and the University on policy changes, and the lack of in-service programs for advisors. Also mentioned were the lack of a long-term projection of course offerings (for two to three years) and the frequent change of graduate advisors and committee chairpersons.

Generally, departments appeared to keep adequate records on graduate students. Every department, for example, maintained files on its graduate students. But, because the content of these files was inconsistent from department to department and because students now have legal access to their records, The Graduate College needs to establish new guidelines on keeping records.

Departments could also do more in advising minority students. Currently, some departments try to provide greater personal contact between faculty members and minority students, a special advisor for minority students, and special assistance, particularly to foreign students.

Although departments appeared to advise graduate students adequately, the data in this report suggested a confusing array of procedures. In addition, part-time students, who constituted a little over two-thirds of the total graduate enrollment, did not always have easy access to advisors because of inconvenient office hours. There were also many students with PTC status who did not normally see an advisor because they were not enrolled in a degree program.

9. Therefore, the Committee recommends that all

graduate departments establish clear procedures for the academic advising of students, and that students be notified about them at the time of their admission to various departments. In addition, The Graduate College should develop for advisors a handbook of the College's policies, procedures, and forms, as well as provide periodic in-service training for advisors.

Currently, there is no University orientation program for new students. All new students, including those with PTC status, should be informed about residency requirements, the English Qualifying Exam, the grading policy, advising policies, candidacy procedures, graduation audits, and areas of student responsibility. Furthermore, graduate students in specific programs should be informed of departmental requirements, student services, and student rights and responsibilities.

10. Therefore, the Committee recommends that The Graduate College and all graduate departments provide adequate orientation to the University and to graduate programs within departments.

Student Reactions to Graduate Education

Students were asked to express opinions about graduate education at Western in a survey conducted in 1973 by the Office of Institutional Research. Most data from this survey, in which more than two thousand students were polled, support the findings and recommendations in this report. Results from that study are organized here under the following headings: Satisfaction with Academic Programs, Satisfaction with Selection of Western, Future Plans, Selection Process, and Student Needs.

Satisfaction with Academic Programs

Generally, most students were satisfied with their graduate programs. They liked the degree of flexibility they had in planning their programs, the content of their programs, the course sequences, and the grading process. They also thought that faculty members were generally knowledgeable and helpful. Although few graduate students (9.9 percent) were involved in an educational capstone experience—such as a master's thesis, specialist project or doctoral dissertation—and only 5.5 percent in an internship program, they considered these experiences beneficial to their career goals.

The study noted some dissatisfaction, too. Students were least satisfied with the costs of education, the frequency of course offerings, and the opportunity to evaluate courses. Furthermore, they were only moderately satisfied with the academic advising they received. The student sample was not impressed with the teaching ability and research skills of the faculty. Related to this is the fact that 35 percent of the students rated their own preparation for a research role only as poor to fair.

Whereas students rated their capstone and internship experiences as generally satisfactory, some students were less enthusiastic about the advanced planning for these experiences and the degree of supervision they received from their faculty advisors. Younger students tended to be less satisfied with both of these items, but minority and foreign students were highly satisfied. Clearly, most graduate students wished for closer supervision in their work, but did not receive it.

Satisfaction with Selection of Western

When asked about their choice of Western as a graduate school, 90 percent of the graduate students, were "pretty sure" or "definitely sure" that they had made the best choice. The largest percentage of these said that they chose Western because of some facet of an academic program. However, nearly half of the respondents said that they chose Western because of its location and not because of its reputation. Few students thought Western a poor choice.

Future Plans

The future plans of the students in the study included further education and employment. Fifty percent of the master's degree students and 82 percent of the specialist students planned to continue their education. Of those who had decided where to enroll for further graduate work, about half said that they would continue at Western. Nearly half planned to pursue a doctoral degree, and about 25 percent aimed for a specialist degree. Of those who had not decided where to enroll, 36 percent of the older students as compared with 18 percent of the younger students were interested in Western as their choice of graduate school. Less than 25 percent of the minority and foreign students were interested in continuing at Western.

As for employment, many believed that their graduate degrees would qualify them for new careers or for promotion in their present careers. Nearly 50 percent of the respondents anticipated a job change upon completion of their degree. Few students of the total sample had made any change from one discipline to another, and of those only 14 percent indicated any difficulty in making such changes. The most frequent reason for such changes was to maximize employment opportunities.

Selection Process

Most students thought that the admission standards at Western were higher than at other schools and that they should remain that way. All classifications of students generally agreed that undergraduate grades were useful in the screening of graduate applicants. They were less positive about the usefulness of the Graduate Record Examination and the Miller Analogies Test, with comments ranging from "very helpful" to "irrelevant." Most students also thought that letters of recommendation and personal interviews were highly useful as screening devices.

Students reacted very strongly to the English Qualifying Exam. Over half expressed negative opinions about it, with less than one-third making positive responses. Younger students were more critical of the examination than older students. Nearly half of the minority students reacted favorably or gave constructive alternatives to it, as opposed to only 28 percent of the non-minority students. Generally, most students considered the English Qualifying Exam unnecessary.

Student Needs

The Nangle Study also focused on student needs. One frequently mentioned was the need for more typing and duplicating facilities. Among students enrolled for nine hours or more, nearly half said that there were not enough typing or study facilities. About 25 percent were unhappy with the duplicating facilities.

Most students in the study did not feel that they had ample opportunity to participate in either departmental or University governance. At the departmental level, 55 percent of the master's level students, 47 percent of the specialist students, and 41 percent of the doctoral students thought that there was little or no opportunity to participate. At the University level, 70 percent of the students carrying nine or more credit hours indicated little or no opportunity for participation.

Although helpful in identifying several areas of student concern, the Nangle Study was not designed to identify specific student needs. Whereas it uncovered the inadequacy of study, typing, and duplicating facilities, it offered little, if any, evidence that students needed extended health services, extracurricular programs, and tutorial services. Still, if Western is committed to the mission statements of this report, it must work to optimize the learning environment.

CHAPTER V

CURRICULA

In studying the curricula of graduate programs at Western, the Committee examined the scope of graduate programs, the nature of instruction, the frequency of course offerings, the grading system, and the need for a capstone experience. The Committee makes no attempt to judge the strengths and weaknesses of individual programs, but instead presents a number of recommendations to strengthen all existing programs. However, one should realize that the quality of graduate curricula depends not only on the implementation of such recommendations but also on the academic integrity and commitment of the departments and colleges.

Graduate Curricula at Western

Western offers degrees at the master's, specialist, and doctoral levels. In 1974-75, 58 different master's, 10 specialist, and 8 doctoral level programs were available. The greatest diversity of programs occurred at the master's level, although in recent years about 57 percent of these degree programs were related to the education profession. Most of the 10 specialist programs are also in this category and approximately 66 percent of the total doctoral degrees awarded at Western have been granted through the College of Education.

Because of the size and the diversity of graduate programs at Western, *The Graduate College Bulletin* should be a major source of information on graduate programs. It should function as a contract between students and the University by describing precisely the requirements and the nature of each program; yet, when the Committee attempted to systematize the characteristics and graduation requirements of the various programs, it found that the 1974-75 *Bulletin* was not adequate. The information in the *Bulletin* often did not correspond to the actual practice of departments; information on about two-thirds of the programs required corrections. In addition, many requirements for theses, projects, and dissertations were covered by informal statements or unwritten policies of the departments but were not spelled out clearly in the *Bulletin*. Such confusion must be eliminated.

11. **Therefore, the Committee recommends that The Graduate College update *The Graduate College Bulletin* periodically so that it communicates accurately and thoroughly the nature of graduate programs at Western. This should include the goals, the admission and graduation requirements, the operational procedures, and the size (the number of students and faculty) of each program. In addition, a letter from the department to the student informing him of admission should clearly specify departmental requirements.**

Departmental Practices Regarding Theses, Projects, and Dissertations

At present, the student's departmental committee approves his master's thesis, specialist project, or doctoral dissertation and then sends it to The Graduate College for final approval. Generally, the Dean reads the final copy. However, with the continued growth of graduate programs, the Dean of The Graduate College will find the burden of reading these documents for anything more than format excessive. The number of theses, projects, and dissertations has increased from 136 in 1971-72 to 166 in 1974-75 —a 22 percent growth. Furthermore, this joint sharing of the quality control function can cause unnecessary friction between The Graduate College and the various departments. The maintenance of high standards is essential, but the control of the quality of student work is, in fact, a very real and necessary responsibility of the department.

12. **Therefore, the Committee recommends that each department requiring master's theses, specialist projects, or doctoral dissertations describe its policies and practices to the student, advisor, committee and The Graduate College in formal written statements. In addition, the Committee recommends that each department and its respective college be responsible for the quality of student work and that The Graduate College be responsible for assuring proper format and style.**

13. The Committee also recommends that all doctoral committees include a faculty member from a related cognate field who has been approved by the student's department, the college, and The Graduate College.

Capstone Experiences

The course of study leading to a graduate degree should be more than merely the collection of a specified number of credit hours. It should be a coherent program, carefully planned by the student and faculty advisor, that includes some pertinent capstone experience. Additionally, such a program should, for academic and practical reasons, be completed within a relatively compact period of time.

Western's specialist and doctoral programs, because of the nature of the degrees and the study involved, do require the completion of a capstone experience. Master's degree programs however, are a different matter. An examination of the master's degree programs at Western reveals the following distribution of capstone requirements:

Thesis	7 degree programs
Thesis or alternative	13 degree programs
Project, Exam, Field Work, Etc.	16 degree programs
No capstone (courses only)	22 degree programs

About two-thirds of the recent master's degrees awarded by Western (64 percent in 1972-73) did not require a capstone experience but only required the accumulation of sufficient hours.

The continuity of graduate programs at Western has the potential of being disrupted by the length of time it takes students to complete their work. The average length of time required to complete a master's degree is 7.8 trimesters — the equivalent of 2.6 years of study. (See Appendix H.) Thus, the average length of time is considerably longer than the nominal one year's study for a master's degree. This is not especially surprising because of the high percentage of part-time students, but it does mean that the University should re-examine its approach to the curriculum needs of master's level students.

14. The Committee recommends that each department set up a procedure that will help graduate students and their advisors develop a carefully planned, coherent program of study. Further, departments should require students at each degree level to complete an appropriate capstone experience.

500-Level Courses

The 500-level courses serve both graduate and undergraduate students at Western. Such courses obviously offer graduate students more flexibility and variety than graduate courses alone. However, these dual-level courses can present problems, since they are almost inevitably taught at the level of the majority of the students. Because of the current pressure to increase the size of classes, many departments with small graduate enrollments cannot offer a wide range of 600-level courses and must depend heavily on 500-level courses for their graduate programs. (See Appendix I.) Therefore, many graduate students, often in the minority in these courses, tend to take the maximum number of credits allowed at the 500-level. In the Fall Semester of 1974, master's level students took about one-third of their work at the 500-level. (See Appendix J.) Statistics for the same period also show that only 35 percent of the enrollees in 500-level courses were graduate students. (See Appendix K.) Consequently, the possibility exists that much of a graduate student's work is on the undergraduate level. Such a situation is an obvious threat to the integrity of masters' degrees at Western.

A questionnaire sent to a sample of 59 faculty and 63 graduate students requested information on 500-level courses. Seventy-one percent of the responding faculty indicated that they expected a different level of performance from graduate students in the 500-level course. However, 67 percent of the students could not distinguish any difference in the level of expectation.

Thus, 500-level courses may be seen as potential sources of weakness in Western's master's degree programs. This need not be the case; proper use of the 500-level course is the responsibility of the department, but ultimately depends on the professional integrity of the instructor. Certainly, the 500-level course can be useful in allowing superior undergraduates the opportunity to work on an advanced level and in providing graduate students more variety in their programs. It is, however, of the utmost importance that the quality of graduate instruction in these courses not be compromised.

15. Therefore, the Committee recommends that all 500-level courses be treated as graduate courses available to graduate students and academically qualified undergraduates of junior and senior class standing only. Furthermore, at least two-thirds of the courses taken in each graduate program should be limited to graduate students alone.

Scheduling of Graduate Courses.

Since approximately two-thirds of Western's graduate students are enrolled part-time, the scheduling of courses should reflect this, as well as permit students to complete their programs in a reasonable period of time. But the Nangle Study showed that many students were not especially satisfied with the frequency of course offerings. This lack of satisfaction was felt more among part-time students than among full-time, more among master's level than among specialist students, more among specialist than among doctoral students, and more among off-campus than among on-campus students. Evidently, scheduling practices accommodated the advanced, conventional, full-time student more than the non-conventional student.

A study was made of the graduate courses offered in the academic years 1971-72, 1972-73, and 1973-74. (The results are shown on a per term basis in Appendix L.) Summarized briefly, the data suggested that the Fall and Winter Semesters accounted for 69 percent of the University's total offerings over the three-year period – and that the Spring and Summer Sessions accounted for 31 percent. The data revealed that the Fall Semesters accounted for 33.5 percent; the Winter Semesters for 35.5 percent; the Spring Sessions for 15.6 percent; and the Summer Sessions for 15.4 percent. Over the three years, then, departments scheduled a relatively stable distribution of total classes during each semester; this was not true for evening classes though. Of the 1,945 evening classes scheduled over the three years, 1,571 or 81 percent of them were offered in the Fall and Winter Semesters (39 percent in the fall; 42

percent in the winter; with but 17 percent in the spring; and 2 percent in the summer). Only 1.4 percent or 91 of the total 6,480 were offered on Saturday.

As mentioned above, the Spring and Summer Sessions accounted for about one-third of the graduate courses offered each academic year in this study. However, the credit-hour production for these sessions combined was significantly larger than for either of the Fall or the Winter Semesters. (See Table 8.) This suggests that the scheduling and frequency of graduate offerings is at least as important for the Spring and Summer Sessions as for the Fall and Winter terms.

TABLE 8

Number of Graduate Credit Hours, Graduate Course Sections, and 600-Level Classes: 1971-72 to 1973-74

Term and Year		Graduate Credit Hours	Total Graduate Course Sections	600-Level Classes
Summer	1971	15,240	346	183
	1972	14,556	350	190
	1973	15,431	328	161
Fall	1971	18,681	738	291
	1972	19,941	761	310
	1973	22,575	752	332
Winter	1972	18,804	796	321
	1973	20,456	779	327
	1974	22,873	790	359
Spring	1972	9,658	348	158
	1973	10,695	334	151
	1974	12,349	350	160

The frequency of core courses is also important to students because it determines the length of their programs. Core courses are those courses required of every graduate student in a given program in a given department. Core requirements, as enumerated in the *Bulletins* for 1971-74, were cross-tabulated against the schedule of courses offered during each Semester/Session of 1971-74. The data for the Fall and Winter Semesters suggested a consistency in core courses offered, but this was not the case for the Spring and Summer Sessions. Some departments offered no core courses whatsoever in the Spring and Summer Sessions.

> **16. Therefore, the Committee recommends that classes be scheduled more favorably to accommodate graduate students. Such a policy must recognize that many graduate students attend part-time, that many prefer to enroll in the Spring and Summer Sessions, and that many need to take courses in sequence to fulfill requirements. The *Bulletin* should designate in which terms required courses will be offered.**

Grading Trends

Recently, in higher education, considerable debate has arisen over changes in grading standards and the gradual rise nationally in the grade point average (GPA) for college and university students. It is particularly important that developing institutions such as Western, which are seeking to promote graduate programs of quality, be constantly aware of these trends. Traditionally, the GPA has served as the major criterion by which educational institutions and employers have evaluated a student's performance. Grades have also indicated the ability of students and the relative standing of the University among other universities. Nationally, the rise in the GPA suggests a relaxing of academic standards, yet the implications for Western are even more serious when tied to the pressures of head count, full-time equivalent students (FTE's), and state funding. Certainly, it seems self-defeating for the University and the student if an image comes to prevail that students with less than average ability have above average academic records. To ensure its academic reputation, Western cannot allow this to happen.

Two studies of grade inflation, one by department and one by degree program, were made at Western for the periods 1969-73 and 1970-73. The Office of Institutional Research randomly selected twenty-five departments offering the M.A., the M.S., the specialist or the doctoral degree in 1969-73. Data were recorded for two terms, Summer and Fall, for each academic year and indicated the grade point average in 500-, 600-, and 700-level courses. Three of the departments sampled had initiated graduate programs in 1973, so data were not available. A trend analysis was based on the remaining twenty-two departments in the sample.

The results of the study revealed that Western was not immune to grade inflation. A significant rise in grades, occurring in several departments, was found at both the 500- and 600-levels. Moreover, the data compiled on the GPA of master's, specialist, doctoral, and non-degree students for the period Fall, 1970 to Fall, 1973 suggested a general upward trend at the master's and specialist level. The trend of the total GPA for the combined graduate programs was upward. (See Table 9.)

TABLE 9

Graduate Student Grade Point Average by Term, 1970-1973

Term	Years				Change
	1970	1971	1972	1973	
Fall	3.49	3.57	3.60	3.58	+.09
Winter		3.57	3.60	3.64	+.07
Spring		3.58	3.63	3.70	+.12
Summer		3.61	3.63	3.69	+.08

Changes in the grading system at Western appear to be necessary. Although these changes will probably not halt grade inflation, they will enable the instructor to give a grade that more accurately reflects a student's performance. To conclude, the Committee emphasized that the individual faculty member is ultimately responsible for the integrity of the grading system.

17. **Therefore, the Committee recommends that the grading scale adopted by the Graduate Studies Council on February 17, 1972 and featuring grades of AB and BC be implemented:**

Grade	Honor Points
A	4.0
AB	3.5
B	3.0
BC	2.5
C	2.0
E	0
I	—
W	—
CR	—
NC	—

300- and 400-Level Courses for Graduate Programs

On October 3, 1968, the Graduate Studies Council adopted the following policy: ". . . students in sequential and in interdepartmental programs may be permitted to include for graduate credit six hours of 300- and 400-level undergraduate work in their program when recommended by their advisor and approved by the School of Graduate Studies." [12] The intention of the Graduate Studies Council was underscored by Dr. Richard T. Burke, Associate Dean of The Graduate College, in a letter of February 7, 1972: "It was the Council's expectation that these courses would ordinarily be used as cognates or as parts of interdisciplinary programs rather than be included in the major sequence of the student's program." This policy has had some problems and apparently is not very useful to students, since only about twenty-five requests are made each semester to elect 300- and 400-level courses for graduate credit. Because of this low usage and the need to maintain the integrity of graduate programs, departments should consider carefully the use of 300- and 400-level courses.

18. Therefore, the Committee recommends that the Graduate Studies Council review the policy of permitting master's degree students to include

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[12] Graduate Studies Council, Bulletin 1968, No. 20, p. 1.

up to six hours of approved course work at the 300- and 400-levels in a graduate program.

Interdisciplinary Programs

At least twenty-one interdisciplinary graduate programs are currently available at Western: alcohol and drug abuse; biostatistics; earth science; educational leadership; medieval studies; operations research; public administration; science education; and thirteen curricula in teaching, the latter offered in collaboration with the Department of Teacher Education and departments from four other colleges.

From a student's perspective, interdisciplinary programs are valuable because they allow necessary flexibility and variety in the preparation for certain careers. Unfortunately, departments tend to view such programs with suspicion, especially in times of financial stringency when cooperation among departments is apt to be more uncertain. However, it is essential that the University support these programs, especially since many tasks that graduate students will face in the remaining years of this century and in the next will be interdisciplinary in nature.

19. Therefore, the Committee recommends that The Graduate College encourage academic units to develop and implement strong interdisciplinary programs.

The Influence of Accrediting Agencies

Accrediting agencies influence graduate programs in essentially two ways. They can limit the flexibility, content, and growth of graduate programs by placing constraints on these programs, and they can guarantee minimum academic standards by imposing requirements on graduate programs. (See Appendix M for a list of accrediting agencies that evaluate graduate programs at Western.)

20. The Committee recommends that each department maintain or obtain full accreditation for its graduate programs. This, of course, assumes adequate financial support by the University.

CHAPTER VI

THE GRADUATE FACULTY

The faculty is the foundation of the University on which the missions of teaching, research, and community service are built. Success in these missions depends on the quality and the dedication of the faculty, as well as on the University's support of its faculty. Focusing on the graduate faculty, then, the Committee posed several questions. What are the characteristics of the graduate faculty? What distinguishes the graduate faculty from the non-graduate faculty? What is the role of the graduate faculty? How does the graduate faculty perceive its role within the University? Besides answering these questions this chapter presents recommendations on how the University can best help its graduate faculty fulfill the missions of teaching, research, and community service.

Definition of the Graduate Faculty

The Graduate Studies Council, responsible for the definition of the graduate faculty, established three categories for graduate faculty: permanent, continuing, and temporary. One obtains permanent approval if he holds a terminal degree (usually the earned doctoral degree), or has achieved national acclaim for his professional accomplishments, or holds the rank of professor, or is a department chairman. To obtain continuing approval, one must be completing a terminal degree; after obtaining the degree and upon the recommendation of the department, one is eligible for permanent approval. If a faculty member does not hold the requisite credentials outlined above, but is needed to teach a particular graduate course because of some extenuating circumstance, he qualifies for a temporary appointment. This kind of approval is usually given for one semester only. The definition of the graduate faculty is consonant with that used at comparable universities.

Twenty deans and department chairmen who were interviewed about the definition of graduate faculty and its use said that generally they distinguished between graduate faculty and non-graduate faculty. Many indicated that some consideration was given to the teaching load of the graduate faculty and that the graduate faculty engaged in different kinds of research activities than did non-graduate faculty. However, there were few such distinctions formalized in written policy statements.

Those interviewed concurred on the need for a graduate faculty but thought that such a faculty should not be defined as one working exclusively in the graduate area. They thought that a graduate faculty, depending on the needs of a given department, should teach both graduate and undergraduate courses. An "exclusive" definition, they believed, could create some problems, such as the establishment of artificial status barriers and the difficulty which small departments would face were their graduate faculty not able to teach undergraduate courses.

21. Therefore, the Committee recommends that the definition of graduate faculty and the criteria for membership be reviewed and clarified by the Graduate Studies Council, in close cooperation with departments and colleges.

Profile of the Graduate Faculty

Tables 10 and 11 present a profile of the demographic and professional characteristics of the instructional faculty in the 1973-74 academic year. Both tables present descriptive data for the entire faculty of the University: the permanent graduate faculty, the continuing graduate faculty, and the non-graduate faculty. A review of the personal characteristics revealed that the faculty at that time were predominantly male, married, white, and middle-aged (the mean age was forty). These particular characteristics were accentuated for those faculty with doctorates in the upper two ranks.

Table 11 presents the professional characteristics of the graduate faculty in 1973-74. The data in that table can be interpreted as reflecting the application of criteria for appointment to the permanent approval category of the graduate faculty. Moreover, when compared with the graduate faculty having either permanent or continuing approval, a smaller percentage of the non-graduate faculty held the doctorate, a smaller percentage held an appointment at the upper ranks, and a smaller percentage were tenured or held a regular, full-time appointment.

TABLE 10

Personal Characteristics of
Instructional Faculty, 1973-74

	Permanent Graduate Faculty	Continuing Graduate Faculty	Non-Graduate Faculty	Total University Faculty
Number	516	100	275	891
Median Age	42.3	40.0	39.5	40.6
Sex:				
% Female	13	26	30	20
% Male	87	74	70	80
Marital Status:				
% Married	82	77	75	79
% Single	18	23	25	21
Race:				
% White	95	95	94	95
% Black	2	5	5	3
% Other	3	0	1	2

Role of the Graduate Faculty

Although the criteria for admission to the graduate faculty have been established by the Graduate Studies Council, the role of the graduate faculty has not been well defined. Membership in the graduate faculty permits one to teach graduate level courses and, with appropriate credentials, to supervise the preparation of theses and dissertations, but it does not require that one carry out these or other specific activities. In fact, many members of the graduate faculty do not always teach a graduate course or supervise a thesis or dissertation. Also, neither the Graduate Studies Council nor The Graduate College reviews membership in the graduate faculty once the College has granted a faculty member permanent approval, but the College does review periodically those with continuing and temporary approval.

The Committee sought to determine whether or not there was,

TABLE 11

Professional Characteristics of Instructional Faculty by Graduate Faculty Categories, 1973-74

	Permanent Graduate Faculty	Continuing Graduate Faculty	Non-Graduate Faculty	Total University Faculty
Total	516	100	275	891
	57.9%	11.2%	30.9%	100 %
Percentage of Faculty with Degree:				
Ph.D. or Ed.D.	87	2	13	55
M.A. or Specialist	10	88	79	40
B.A. and Other	3	10	8	5
Percentage of Faculty at Each Rank:				
Professor	42	2	2	25
Associate Professor	36	44	22	33
Assistant Professor	21	50	48	33
Instructor/Visiting Professor	1	4	28	9
Percentage of Faculty with Tenure:	78	67	76	70
Percentage of Faculty by Kind of Appointment:				
Regular Full-Time	98	97	76	91
Temporary Full-Time	1	1	18	6
Part-Time	1	2	6	3
Years of Service:				
Mean	10.7	8.3	7.6	8.9
Median	9.0	7.2	5.7	7.3

in practice, a distinctive role for graduate faculty at Western. It also sought to determine what the faculty thought the role of graduate faculty should be. To answer these questions, the Committee examined data from the academic staff survey workload reports on faculty submitted by colleges and departments. The Committee also was provided with data on faculty research and publications based upon a sample, stratified in terms of graduate faculty categories.

The data in Table 12 and Appendixes N through S revealed two clear and important patterns with respect to the role of graduate faculty at Western. First, graduate faculty tended to teach fewer credit hours than non-graduate faculty. The groups tended to devote about equal amounts of time to academic advising, but again differed considerably in the areas of research and scholarly activity, professional services, administrative duties, instructional support, and arranged instruction. On the basis of these data, it appeared that membership in the graduate faculty meant the expectation of a slightly lighter classroom teaching load but a considerably heavier responsibility for research, arranged instruction, and professional and community activity than for non-graduate faculty. Secondly, there were substantial differences among the six colleges in these areas. Some of these differences can be explained by the character of the instructional mission of a particular college, such as the high level of arranged instruction in the College of Fine Arts. However, in most instances these differences appeared to be a function of the differing roles of graduate and non-graduate faculty.

Since research activities are widely considered to be distinctive functions of graduate faculty, the Committee carried out a close examination of these activities through a more detailed study of thesis and dissertation supervision, faculty publications, and research proposal activity. As might be expected, the overwhelming majority of thesis and dissertation committees were chaired by permanent members of the graduate faculty. However, fewer than one-fourth of the permanent graduate faculty were serving in that capacity. Of those serving as chairpersons, each chaired approximately two committees at the time of the study.

Data on the chairing of thesis, project, or dissertation committees, as well as research proposal submissions and publication activities of the faculty revealed a sharp distinction between graduate and non-graduate faculty. The graduate faculty,

TABLE 12

Average Credit Hours of Classroom Instruction by Graduate Faculty Categories and College, Fall 1973

Faculty	Applied Science	Bus.	Educ.	Arts & Sciences	Gen. Stud. & Lib.	Fine Arts	Total
Permanent Graduate Faculty (N = 516)	8.63	9.0	7.04	8.43	7.85	5.9	8.01
Continuing Graduate Faculty (N = 100)	10.78	11.0	7.08	9.25	8.22	8.0	9.01
Non-Graduate Faculty (N = 275)	10.46	10.35	7.86	9.91	10.98	6.33	9.71
Totals	108	66	154	411	76	76	891

Note: This is the mean number of scheduled hours of instruction as reported in the faculty workload report for Fall Semester, 1973. This does not include credit hours for arranged instruction. The College of General Studies and the School of Librarianship have been combined to increase the number of data points for that column.

representing 69 percent of the total faculty, accounted for 94 percent of all such activity. Even more significant was the fact that approximately 37.3 percent of the graduate faculty sample accounted for all of these activities. These data indicated that the graduate faculty clearly had a distinctive function with regard to research and publication but that that function was carried out by a relatively small percentage of this group. The fact that so few were engaged in research and publication efforts may be related to actual or perceived lack of support of such activities or may be due to the press of other duties.

22. **Therefore, the Committee recommends that each department and college review and clarify its expectations of its graduate faculty with regard to their involvement in teaching, research, community service, and other academic and professional activities of the University, and then publish a statement of expectations, after it has been reviewed and approved by the Graduate Studies Council.**

23. **In addition, the Committee recommends that each department and college establish procedures, based on its statement of expectations, to review and evaluate periodically the performance of its graduate faculty.**

Faculty Perceptions of Role

Using the previously mentioned stratified sample, the Committee polled the 177 faculty regarding their opinion about the role of the graduate faculty. Whereas the majority of the permanent and continuing graduate faculty agreed on the need for a distinct graduate faculty, they were sharply split over the appropriateness of the criteria by which such faculty were appointed. Permanent graduate faculty were satisfied with the existing criteria; continuing graduate faculty were not. In addition, non-graduate faculty indicated that they felt no need for any distinction between graduate and non-graduate faculty and agreed with the permanent and continuing graduate faculty on the necessity for periodic review of graduate faculty appointments.

On questions involving instruction, the graduate faculty agreed that they should teach fewer hours than they did, whereas the non-graduate faculty were almost evenly split on this issue. Both groups, graduate and non-graduate faculty, disagreed strongly with the proposal that 100 percent of graduate faculty members' time should be devoted to graduate activities, although the graduate faculty generally thought that a graduate faculty member had a greater responsibility to engage in research activities. Non-graduate faculty were again split on this issue. Further, all faculty surveyed thought that the faculty at Western were generally not encouraged or given support to engage in research activities. Only one-third of those responding to the survey thought that Western had encouraged their research. Others thought that Western needed to give more administrative support, funding, released time, and recognition to those engaged in research.

24. **Therefore, the Committee recommends that the University—through the Office of the Vice President for Academic Affairs, each college, and department—vigorously encourage, support, and reward research and other creative endeavors. The Committee also reaffirms the findings of earlier studies of research activity at Western, such as the Farris Report, and urges the implementation of many of their recommendations. Moreover, the University should recognize the importance of interdisciplinary activities and encourage faculty participation in them, sponsor in-service training programs to assist in the development or re-training of faculty for research and other endeavors, and make consulting services available to faculty who need assistance in initiating research.**

CHAPTER VII

THE ADMINISTRATION OF GRADUATE EDUCATION

Excellence in graduate education depends not only on good teachers and active researchers but also on administrators that can effectively coordinate and promote programs and services related to graduate education. The Committee will examine this latter component in this chapter.

In an article entitled "The American Graduate School," Stephen H. Spurr, former Associate Vice President for Academic Services at the University of Michigan and Dean of its Horace H. Rackham School of Graduate Studies, outlined the essential functions of a graduate school as "(1) approving academic programs leading to postbaccalaureate degrees, (2) graduate admissions, (3) degree recommendations, (4) student conduct, (5) academic records, (6) fellowships, (7) support of faculty research, and (8) approval of sponsored research projects."[15] A ninth role, that of program review and evaluation, probably should be added today. The chief executive officer of the graduate school, in addition to being the administrator of these functions, is charged with being the primary advocate for all graduate education and research at the university. He must see that they are given the emphasis they deserve.

The Graduate College

The Graduate College at Western provides a wide range of services to assist graduate programs. It is the chief contact through which students learn about graduate education at Western. In addition, the College processes all applications for admission to programs before forwarding them to departments for further consideration; it also processes applications for postbaccalaureate PTC enrollment status. The College also maintains graduate student records and monitors the progress of students from admission through candidacy to graduation. This monitoring process guarantees that a student has developed a planned program of study and meets his degree requirements. Moreover, the College provides financial aid to graduate students in the form of Graduate College Fellowships, Doctoral Associateships, Thurgood Marshall Assistantships, and graduate student research grants and, if necessary, can furnish financial aid to students in new and emerging programs.

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[15] Stephen H. Spurr, "The American Graduate School," *In These Times: A Look at Graduate Education With Proposals for the Future*, ed. by W. Gordon Whaley (Austin, Texas: The Graduate Journal, 1971), p. 26.

Another important service is the assistance the College renders to departments planning and developing new programs or modifying current programs. The College accomplishes this by reviewing early drafts of proposals, meeting with department members to discuss suggestions and recommendations, and then guiding the proposals through the University's internal review process. For example, the College recently took the initiative to develop and obtain funds for several significant new programs, such as the specialty program for alcohol and drug abuse, the physicians' assistants program, and the graduate program in public administration.

The College recognizes the necessary and desired partnership between graduate education and research. Though no formal relationship exists between The Graduate College and the Office of Research Services, the College has been alert for opportunities that would help fund the development of graduate programs. However, a coordinated approach to sponsored research is lacking within the University. The support of faculty research and the coordination of sponsored research are not roles now assigned to The Graduate College, though the stimulation and support of research often is an assigned function at many other graduate schools.

The chief administrative officer of The Graduate College is the Dean. He reports to the Vice President for Academic Affairs and is responsible for the development of externally-funded programs, the advocacy of graduate education, and the review of candidacy applications, as well as master's theses, specialist projects, and doctoral dissertations. He is assisted by two associate deans, one of whom deals primarily with graduate student services and the other with curricular matters and internal program development.

The Dean also is assisted by an administrative assistant. She is responsible for administering the budget, which consists of funds for salaries of the College staff, operating expenses and student financial support. Two other key staff members are the Director of Admissions and the Director of Records within the College. Except for its School of Librarianship, The Graduate College does not have a faculty of its own, though it does act on departmental applications for membership in the graduate faculty. The hiring of faculty and matters regarding promotion, tenure, and salary considerations are the responsibility of the individual department and its college dean. Similarly, budgetary decisions concerning specific graduate programs generally are the responsibility of the individual department and its college dean.

Typical of an emerging university embarking on graduate education, Western sought to establish high academic standards and to attain a reputation for the quality of its programs through the offices of a highly centralized graduate school. Rigorous quality control standards were set and maintained by the Graduate Studies Council and The Graduate College. However, with Western's increasing maturation, as suggested by the number of graduate degree programs at all levels, administrative procedures should become more decentralized. Quality controls can and should be exercised at all organizational levels of the graduate faculty—whether in the department, school, or college.

> **25. Therefore, the Committee recommends that The Graduate College and the Graduate Studies Council review their policies and procedures to determine how to encourage more departmental autonomy in the administration of graduate programs. The responsibility for quality control and academic integrity of graduate programs should reside in the departments and their respective colleges, as well as in The Graduate College.**
>
> **26. Furthermore, The Graduate College should prepare a manual explaining the policies and procedures of the Graduate Studies Council and The Graduate College. Such a document would form the basis for the operating relationships between the faculty, departments, schools, and colleges and the Graduate Studies Council and The Graduate College.**

Graduate Studies Council

The Graduate Studies Council, established by the Faculty

Senate, serves as the vehicle through which administration, faculty, and students effect policy recommendations on graduate education at Western. The permanent members of the Council include the Dean of The Graduate College, who serves as Chairman of the Council, the deans of the five colleges with graduate programs, and the Associate Vice President for Academic Affairs. Eight graduate faculty members are elected for three-year rotating terms by the Faculty Senate. In addition, three graduate student members are selected annually by the Graduate Student Advisory Committee.

The Graduate Studies Council, which meets at least monthly during the academic year, and more frequently when the demand arises, reports to the Faculty Senate. No formal relationship to other Faculty Senate councils is specified. At times, there may be overlapping responsibilities between the Graduate Studies Council and the Educational Policies Council. This ambiguity may be clarified by role statements recently prepared by the Councils at the Faculty Senate's request. (See Appendix T for the role statement of the Graduate Studies Council.)

The Graduate Studies Council develops and recommends policies regarding the admission of students to The Graduate College and its programs, the development and approval of graduate programs, the selection of graduate faculty, graduate student financial aid, and graduate student services. It also reviews proposed new programs, significant changes in existing programs, and the academic standards of graduate programs. The Committee noted that little attention had been given to a systematic evaluation of existing graduate programs other than that required by accreditation efforts. There was little time during the period of rapid expansion to conduct program reviews, but the stabilization of the growth of graduate education now presents Western with an opportunity to assess and improve the quality of its academic programs. Such an evaluation would also assist the University to identify its strengths and weaknesses and allow it to develop a more objective basis for the internal re-allocation of resources, in order to meet changing student interests and societal needs.

27. Therefore, the Committee recommends that the Graduate Studies Council develop guidelines, criteria, and procedures for the systematic and periodic review of all graduate programs.

The Council relies on a number of *ad hoc* and standing committees to assist it in the conduct of its business. The major concerns of the Graduate Studies Council are reflected by its five standing committees: the Graduate Admissions and Standards Committee, The Graduate College Curriculum Committee, the Graduate Awards and Fellowship Committee, the Doctoral Advisors Recommending Committee, and the Graduate Student Advisory Committee.

The Graduate Admissions and Standards Committee is responsible for making policy recommendations on admissions and standards for graduate programs, as well as exceptions to those policies. It is composed of six faculty members, two graduate students, two administrators, and an associate dean of The Graduate College who chairs the Committee.

The Graduate College Curriculum Committee includes seven faculty, with at least one from each of the colleges with graduate programs, two graduate students, and an associate dean of The Graduate College who chairs the Committee. It reviews requests both for new graduate programs and major changes in existing programs, as well as requests for graduate courses numbered 500 and above.

The Graduate Awards and Fellowships Committee reviews applications for financial assistance and determines the recipients of Graduate College Fellowships and grants from the Graduate Student Research Fund. It includes six faculty members, two graduate students, and an associate dean who serves as chairman.

The Doctoral Advisors Recommending Committee includes eight representatives from doctoral departments and programs, three representatives from non-doctoral departments, and an elected member of the Graduate Studies Council who chairs the Committee. It is responsible for reviewing the credentials of faculty members recommended by departments as major doctoral advisors and forwards these recommendations to the Graduate Studies Council for action.

The Graduate Student Advisory Committee consists of seven graduate students nominated by departments with graduate programs, the Vice President for Student Services, an associate dean from The Graduate College, and a graduate student intern in The Graduate College who serves as chairman. The Council charged the Committee to review periodically the services to and the needs of graduate students, to make recommendations to appropriate officials and offices, to recommend graduate students for appointments to University-wide councils and committees, and to serve as a liaison between departmental graduate student organizations, the Graduate Studies Council, and the Dean of The Graduate College.

Reorganization of Graduate Education and Research

Although the present administrative structure for graduate education served the University well in the past, the growing importance of graduate education at Western, in a time of financial stringency, requires a careful reappraisal of the way graduate education is administered. This is especially important when one thinks of research at Western. In spite of the growth of graduate education in recent years, many faculty members, according to the Farris Report, "do not perceive the general climate as one that is particularly supportive of or conducive to research."[14] The Committee does not believe that this climate has changed significantly since 1972. Many faculty still believe that the instructional mission, especially at the undergraduate level, has been Western's primary concern and that graduate education and its essential related activities, faculty research and scholarly endeavors, have not received adequate attention. These activities need an advocate who can represent graduate education and the faculty's scholarly aspirations at critical decision-making levels, and who can coordinate the various research activities of the University. Such an advocate would be beneficial at any time, but is critical in this time of limited financial resources.

28. **Therefore, the Committee recommends the establishment of a new administrative position of Associate Vice President for Research—who also will be the Dean of The Graduate College—within the Office of the Vice President for Academic Affairs. In order to coordinate the development of policies supportive of graduate education and research, this person also should chair both the Graduate Studies Council and the**

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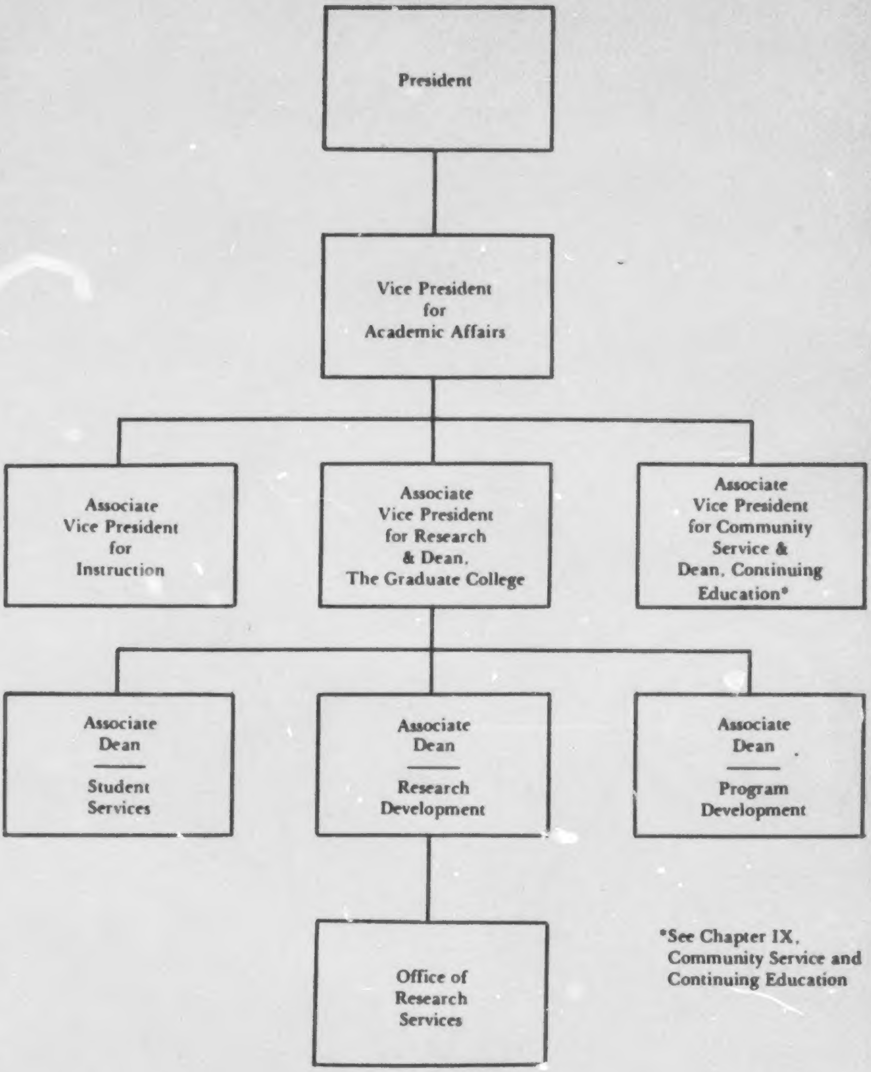
[14] Farris Report, p. 5.

Research Policies Council. He should be assisted by three associate deans with responsibilities in the areas of research development, graduate student services, and program development. (See Figure 5 for the proposed organizational chart.)


President
Vice President for Academic Affairs
Associate Vice President for Instruction
Associate Vice President for Research & Dean, The Graduate College
Associate Vice President for Community Service & Dean, Continuing Education*
Associate Dean
Student Services
Associate Dean
Research Development
Associate Dean
Program Development
Office of Research Services

*See Chapter IX, Community Service and Continuing Education

Figure 5. Proposed Administrative Reorganization of the Office of the Vice President for Academic Affairs: Associate Vice President for Research and Dean, The Graduate College

CHAPTER VIII

INSTRUCTIONAL FACILITIES: COMPUTERS, LABORATORIES, LIBRARIES, AND INSTRUCTIONAL COMMUNICATIONS

The quality of graduate education is obviously dependent upon the nature of the students, the soundness of programs, and the qualifications of the faculty. However, the full realization of quality education is also contingent upon a strong and effective instructional facilities support system. The Committee focused attention on four critical facility and support areas: computers, laboratories, libraries, and instructional communications.

Computers

Computers play three significant roles in the functioning of the University—namely, as an administrative tool, as an adjunct to research activity, and as an instructional tool. These machines frequently are used in several different roles and only rarely for graduate or undergraduate education exclusively. Therefore, the Committee attempted no systematic review of computer use by discrete function or by level of education. Instead, it described the computer usage at Western and made recommendations for improving procedures.

As stated above, computers at Western are used either for teaching and research or for administrative tasks. At present, a number are used for teaching and research. These machines and their uses are as follows: one PDP-10 for teaching and research in the Computer Center, a PDP-15 for research and data acquisition in the Department of Physics, one PDP-11 for teaching and machine control in the Department of Paper Science and Engineering, five PDP-8's in the Department of Psychology for research experiment control, two PDP-8's in the Department of Electrical Engineering for teaching and computer interfacing, and another PDP-8 for interfacing, data acquisition, and instrument control in the Department of Chemistry. It is difficult to separate graduate from undergraduate use of these machines, but the PDP-15 and the PDP-8's are used primarily by graduate and upper-division students and are necessary to the graduate programs in the departments indicated. Only two computers on campus are used exclusively for administrative tasks, the IBM 370/145 in the Data Processing Center and the PDP-11 in the University Library.

Computer Center

The Computer Center, located on the third floor of Rood Hall, is organized as a University-wide service, like the University Libraries, to provide research, training, and service facilities for faculty, staff, and students. It has been a basic policy of the Center to encourage widespread interest in and use of all its equipment. To date the Center has been quite successful in achieving these goals, especially since it acquired the PDP-10 time-sharing computer system in 1970. The capacity of the system has about doubled since its installation.

The PDP-10 time-sharing system is available to all University users who have access to a terminal and have been assigned a valid project-programmer number and password by the Computer Center operations' group. Valid project-programmer numbers and passwords are assigned to all faculty, staff, and to students on request of faculty or staff persons. Of a total of about 110 terminals on campus, about 45 are public terminals and about 20 more are available to graduate students. The great majority of these are provided for and maintained by individual departments and colleges. The lack of an adequate number of public terminals is a matter of serious concern.

The Computer Center provides student consultants during most of the hours the computer is available for time-sharing. These consultants are able to help users obtain answeres to simple problems relating to the computer system and their own programs. A staff consultant is also available to assist faculty and staff members in using the computer facilities. This service helps users to plan projects and learn how to use certain languages, file structures, storage media, system programs, and the like. A faculty member, employed half-time from the Department of Mathematics, serves as a statistical consultant.

The policy of the Computer Center is that programs judged to be of general use to the University community will be developed at Center expense as time and staff allow. Other programming will be done on a time-available basis at published rates.

If the University is to meet the goals of being responsive to the needs of students, emphasizing upper level and graduate programs, encouraging research and creative activity, and developing high-quality graduate programs, it must provide a high-quality computer facility to meet present as well as future needs. This means that it must try to reduce the load on the current facility. The deficiencies lie largely in insufficient hardware capability. During certain periods, the response time is very noticeably degraded by the heavy load on the system; sometimes there are between sixty and seventy jobs during the peak usage period. The University can alleviate the situation by acquiring a faster swapping device or by increasing core storage to reduce necessary swapping. The latter is more desirable since it will also increase the size of the program, which may be run in core without using the virtual memory capability.

Mass storage on disk has also been in very short supply. In spite of frequent purges (removal to magnetic tape of infrequently used files), available storage for "permanent" files is small, ranging from zero to 3 percent of the disk space. Storage of disk space for permanent files is a long-standing problem, which was only temporarily alleviated recently by the addition of one more disk storage device. Additional disk storage is almost critical at present.

Another continuing problem is the shortage of magnetic tape drives. Although this is not as serious as the shortage of disk storage space, often it is impossible to get a tape mounted because both tape drives are in use. Western badly needs at least one additional magnetic drive. Most computer centers feel that an on-line (or off-line) graphic plotting system is an absolute necessity, yet Western does not have any facility of this sort at the Computer Center. The Physics, Chemistry, and Engineering Departments have purchased small graphic plotters for their own use. However, these are not generally available to the rest of the University community. Additionally, the Computer Center should have an on-line optical mark-sense reader for the use of faculty and students.

In order to serve the University community better and more efficiently, the Computer Center should also operate remote job entry terminals (RJE) at strategic spots on campus. Currently, the only high speed printer is in the Computer Center. The RJE stations would have a high speed printer and a card reader so that jobs could be initiated at the terminal and listings could be produced at more central locations. This is most important on the East Campus, which is more distant from the Computer Center.

Data Processing Center

The Data Processing Center, administratively and physically separate from the Computer Center, is a batch shop (with card, tape, and disk in-put) using a leased IBM 370/145 computer system. Although this is a very large scale system with a budget almost double that of the Computer Center, currently it plays a minor role in graduate instruction except for routine administrative tasks.

University Libraries' Computer System

The Dwight B. Waldo Library and its four branches—the Business Library, the Educational Resources Center, the Music Library, and the Physical Sciences Library—converted their edge-notched card (McBee Keysort) circulation systems to a computerized circulation system. The hardware and packaged software for this system were acquired on a five-year lease/purchase agreement with Computer Library Services, Inc., with all software and hardware maintenance to be covered either under the lease/purchase agreement or by contract. The installation and operation of the system, which occurred in the summer of 1975, did not require hiring any additional library personnel; one justification for the cost of the system was that it would keep the number of clerical jobs involved in circulation control constant.

The circulation control system is an on-line system with input-output terminals at the four branch libraries and at two public-service locations in Waldo Library. It records information for the following functions: 1) charging of books when loaned, 2) discharging of books when returned, 3) reserving of materials already in circulation for patrons and printing notifications for mailing when materials are available, 4) answering of inquiries with regard to the location and circulation status of books, 5) printing of overdue notices, 6) calculation of fines and printing of fine records, and 7) keeping statistics of circulation for library management use.

Advisory Committee for Academic Computers and Computer Training

When the Computer Center was first organized in 1962, the Vice President for Academic Affairs established a Computer Center

Advisory Committee and appointed eleven people as the first members of the Committee. In the charge to the original committee, he stated that this Committee would: "1) be representative of the whole University, 2) present the Computer Center's operations to the University, and 3) establish broad, general policy for the Center."

In September, 1970, a revised statement of functions of the Computer Center Advisory Committee was published. The three functions of the Committee listed on this announcement were: 1) to serve as a liaison between the faculty and the Computer Center; 2) to advise on policy, facilities, staff, and operation of the Computer Center as it interacts with the University; and 3) to assist in solving and anticipating problems of the Computer Center. The Committee has always had an advisory function rather than an administrative function.

In 1971 the Academic Vice President decided that the Computer Center Advisory Committee should add to its functions the duty of reviewing proposals for academic training in the computer field before sending them on to curriculum committees. The Committee then was renamed the Advisory Committee for Academic Computers and Computer Training. This enlarged function and name for the Committee have continued to the present time.

Since the Committee has been thus reconstituted, its main deliberations have been about: 1) hardware purchases for the Computer Center; 2) minicomputer, interfacing, and peripheral equipment purchases by University departments and the policy concerning decentralization of academic computing; 3) policy regarding Computer Center facilities, especially the attempt to concentrate their use in the areas of instruction and research rather than to use them for administrative data processing; 4) proposals and contracts for off-campus institutions in the Kalamazoo area, which would pay to use the PDP-10 time-sharing system; 5) action on courses that involve computer instruction; and 6) communication from the members of the Committee about possible improvements in service at the Computer Center.

The Committee has, for the most part, been a very useful one for the University and its graduate programs. The 1969-70 recommendation to the Academic Vice President to purchase an interactive time-sharing system for academic uses in the University has proved to be wise. The Computer Center has developed gradually, sensibly, and economically over the past four years.

A Computer Use Controversy

Throughout the Committee's study of computer resources, the operation of two separate computer centers on campus generated much controversy. The issues involved do not lend themselves to an easy resolution and are much more complex than apparent through a casual study. The Committee is aware of the need for continued study concerning computer usage.

It can be argued that the maintenance of two totally independent administrative and academic computer centers on campus is justified on several grounds, other than historical. These include: 1) administrative convenience: one center budgeted under and reporting to the Vice President for Finance, the other under the Vice President for Academic Affairs; 2) differences of function: administrative duties for one, as opposed to instructional and research computing for the other; 3) differences between the systems: an IBM batch-oriented system contrasted to a PDP-10 time-sharing system; 4) differences of staff goals: simple data processing as the main requirement in one versus more sophisticated systems programming and mutilanguage programming in the other; 5) differences of priorities: high-speed mass output on a rigid schedule as opposed to greater flexibility for a wide variety of needs; and 6) difficulties of change: the current system is so embedded in the University framework that any change would be difficult. In many ways this item encompasses all of the preceding ones.

On the other hand, there are serious problems with the current setup: 1) No unified assessment of needs or budget analyses exists. Budget requests and decisions on hardware and allocations for the administrative center are made at the highest level, with no consideration for academic use or needs. Budgets for the academic center go through the usual procedures for academic control. No central office monitors overall equipment acquisition for efficiency and for priorities among University needs. This has resulted in the current situation where expenditures for administrative computer purposes far exceed academic expenditures. It also has resulted in substantial duplication of capabilities and resources. 2) Many administrative duties are more adaptable to the PDP-10 than to the IBM 370. These include an analysis of student evaluations, output from Testing Services, and many statistical and graphical analyses. 3) Many administrative units are seeking immediate and interactive access to student and budget data through the administrative computer. The batch-oriented IBM 370 is not well-adapted for this use, and the modifications and hardware being introduced to permit limited interactive use are extremely expensive. The PDP-10 is designed specifically for this type of use. 4) Since there are many more IBM computer installations nationally than all others combined, it is important that out students have substantial instructional access to the IBM 370. This would improve our training programs and the "salability" of our students, particularly in the business area. 5) Finally, many academic research projects would benefit if they used the greater speed and massive computing power of the IBM 370.

These issues definitely affect the graduate program of the University. Effective and substantial computer work is an integral part of many modern graduate and research programs. Currently, most of our graduate programs are well-served by our computer facilities, and it is important that this quality of service continue and expand. This particular type of academic equipment is expensive; the University now has well over a million dollars per year budgeted for the two computer centers. In view of the limited budgets on campus for other types of academic equipment, it is clear that internal administrative difficulties must not be permitted to detract from the most efficient use of our computer resources.

29. Therefore, the Committee recommends that the University conduct a study of computer services on campus, focusing on making more efficient use of the present machinery and in-house programming expertise. The study should examine the feasibility of integrating administratively the two major computer centers and of creating a single body to monitor priorities in usage, budget, and equipment.

30. The Committee also recommends that the Advisory Committee for Academic Computers and Computer Training be renamed the Advisory Committee for Computer Training and the Academic Use of Computers. It should continue to operate as an advisory group in the areas of

academic computer systems operation and computer instruction, with its range broadened to include all computer facilities on campus.

31. **In addition, the Committee recommends that the Computer Center establish and maintain a group of public terminals at a minimum of two locations on campus, in addition to those currently in the Computer Center area. It should also establish a public remote batch terminal on East Campus.**

32. **Finally, the Committee recommends that the University continue to organize academic computer services on a University-wide basis, like those of the University Libraries, to provide and encourage computer use in research and graduate instruction by faculty and graduate students.**

Laboratory Equipment and Supplies

The quality of graduate education, with its emphasis on research, is partially dependent on the adequacy of laboratory space, equipment, and supplies. Not only are such resources essential to graduate instruction but they are also vital to both student and faculty research. Objective data on laboratory space, equipment, supplies, and budgets for graduate education are difficult to obtain. The data used in this report are based on an analysis, both objective and subjective, of the results of a faculty questionnaire and on the equipment and supplies expenditures of the academic departments as reflected in the annual financial reports of the University.

An investigation of University expenditures for academic equipment over the past seven years showed an almost unbelievable trend. If allowances were made for inflation and if constant dollars (1973) were used, equipment expenditures by academic departments plummeted from $470,000 in 1967-68, when some high equipment expenditures were incurred, to $153,000 in 1973-74—a drop of 67 percent. This decrease in expenditures occurred during a period of increasing graduate enrollments, increasing over-all budgets, and increasing graduate programs. The proportion of the

University's academic expenditures that went for equipment dropped from 4 percent to 1 percent.

Equipment cuts were not uniform across the board but occurred in areas where laboratory equipment was most vital. Thus, equipment expenditures in the Division of Natural Sciences and Mathematics of the College of Arts and Sciences dropped by 81 percent. Similar expenditures in the Department of Chemistry, the only department offering a doctoral program in an experimental science during this period, dropped by approximately 95 percent.

The situation regarding laboratory equipment and supplies is critical, since the continued accreditation of some University programs may well be placed in jeopardy. Solving the problem hinges on increased funding. Restoration of budget totals to the 1967-68 levels will require approximately $400,000 in additional funds per year for equipment. Such an increase, however, will not compensate for the backlog of worn out, unreplaced, and obsolete equipment resulting from the inadequate budgets of previous years. To make up for these deficiencies it will, in addition, require the one-time expenditure of about two million dollars. Although it appears to be absolutely necessary that the University allocate major increases to the equipment budget, the amount of money necessary to correct the situation may be beyond the capability of the University without supplemental funding.

Consequently, Western must make some careful and possibly painful decisions about priorities. If it intends to continue to offer its present graduate programs and to engage in significant research, Western must put forth a tremendous effort to secure the funding necessary to support such programs. It is unfortunate to talk about eliminating, on financial grounds, any program for which a need exists and for which well-qualified faculty are available.

33. Therefore, the Committee recommends that the University develop a plan to fund laboratory equipment and supplies adequately and to replace inadequate, obsolete equipment. If the necessary funding is not available, the University must determine actual program costs and make considered, firm decisions about the viability of each of its graduate programs.

34. In addition, the Committee recommends that the

University establish an amortization fund to replace equipment when necessary.

35. **Finally, the Committee recommends that the University study the present system of apportioning equipment costs to departmental budgets as opposed to apportioning them to larger administrative units.**

Libraries

Of particular importance to the development of excellence in graduate education is the library. Access to primary, as well as to secondary, sources is vital to the research of graduate students and faculty. In addition to providing materials for research, the brary must be able to provide the necessary resources for the teaching of graduate level courses, such as specialized seminars. The maintenance and development of library facilities are, therefore, necessary to the continued growth of graduate education at Western.

Although the number of volumes in the library has continued to increase, the rate of increase has declined since 1970. This is a reflection of the increased cost of published materials as well as of the decrease in budget allocations for acquisitions. In 1970-71, the budget for books and other library materials was $608,000; in 1973-74, $529,000; in 1974-75, $450,000; and in 1975-76, $477,000.

Although volumes available in certain areas are sufficient to support research, a general weakness in almost all degree programs results from the lack of periodical and serial subscriptions and the backruns of journals. Funds for such one-time purchases simply have not been available. At present, subscriptions to new titles are rare and some titles have been cancelled. Moreover, the expenses of maintaining current subscriptions, owing to increased costs and decreased funding, may soon demand over half of the general budget presented above. Expenditures for periodicals and serials represented 30 percent of the budget in 1970-71, were approximately 50 percent in 1973-74, and were almost 62 percent in 1975-76. Such developments must obviously be regarded as critical.

At present the library facilities at Western consist of a centrally located main facility—The Dwight B. Waldo Library—which houses the primary collections in the humanities and the social sciences, the Laboratory Library for the School of Librarianship, and the University Archives and Regional History Collections. The collections in education, the physical sciences, music, and business are housed in separate facilities, as is the collection being developed by the Institute of Cistercian Studies. Each of the specialized libraries is staffed by a professional librarian with additional clerical and student help. In addition, Western naintains branch libraries at its Continuing Education centers in Battle Creek, Benton Harbor, Grand Rapids, and Muskegon.

The number of volumes in the library system was increased to 906,068 in 1975. The total number of library resources, which includes books, periodical volumes, serials, microfilms, maps, records, and all other materials, increased to 1,342,313 in 1975. Periodical and serial subscriptions numbered 11,507. By January 1, 1976, 26,301 microfilm reels and 264,929 microfiche, microcard, and microprint materials were available in the main library. In 1975, 13,031 microforms were added to this collection. Additional microform materials are housed in the specialized libraries.

Waldo Library has been a U.S. depository library for federal government publications since 1962. In 1975, 17,319 items were added to an already large collection of 250,000 items. These items cost nothing, but the government stipulates that the University maintain and house the collection for use by all U.S. citizens. The collection also contains approximately 35,000 Michigan government publications.

Waldo Library also houses map and record collections. It has an excellent map library that includes over 135,000 sheet maps and atlases, making this the second largest academic map library within the State. Nearly 5,900 items were added in 1975. The circulating record collection, available to all students through Waldo, contains more than 2,100 phonodiscs—including classical and popular music—spoken work, and documentaries.

The Archives and Regional History Collections in Waldo Library house over 5,900 books related to Michigan and over 2,300 reels of microfilm, one-half of which deal with regional history, in addition to the official records of the University and all master's theses, specialist projects, and doctoral dissertations completed at Western. The collection also includes documents, books, newspapers, and manuscripts relating to the history of Southwest

Michigan, as well as more than 60 taped interviews concerning regional history. Access to records of State government agencies is provided through documents deposited by the Michigan Historical Commission. Approximately 95 percent of the holdings of the Archives and Regional History Collections are original materials, not duplicated elsewhere.

The Laboratory Library is located within the School of Librarianship on the second floor of Waldo Library. It contains the professional collection of books and periodicals on library science and related fields of education, management, printing, and bookmaking, as well as the Children's and Young Adult Literature Collection. Graduate students in the School of Librarianship perform the cataloguing, clerical, and reference functions.

Three of the four specialized libraries at Western, although physically separate from Waldo Library, may be considered extensions of the main library, since many of their functions are performed in the central office. The Waldo staff is responsible for all cataloguing, interlibrary loans, and acquisition of new publications.

One of these specialized libraries, the Business Library, is located in North Hall on the East Campus and serves the College of Business. On the graduate level this involves support of an MBA program for more than 500 graduate students. The 1974 visitation report from the American Association of Collegiate Schools of Business indicated that the research materials within the Business Library were sufficient to support the present undergraduate program but had to be expanded for accreditation of the graduate program. Overall, the Business Library provides basic materials in all areas of business with a total collection of 45,899 volumes. In addition to the basic volumes, the library maintains a closed reserve collection for high demand materials, as well as extensive pamphlet holdings, government documents, and annual corporate reports, which have been collected since 1962 and include the Fortune 500 listings. These reports are contributed to the library free of charge. Over the past few years approximately $40,000 has been spent on back files of periodicals and out-of-print titles. All sets of important journals are now complete and include nearls 500 subscriptions. Many of the periodicals are available in microfilm, as is the collection of 368 theses and dissertations.

Another specialized library is the Music Library, which serves graduate students enrolled in performing arts curricula. This library; located in Maybee Hall, houses all books and periodicals in the M classification (19,822 volumes), 103 related periodical subscriptions, and approximately 65 theses and dissertation microfilms. The library also has a collection of 7,777 records and tapes including tapes of faculty recitals and concerts. Soon to be added are tapes of graduate student recitals.

The Physical Sciences Library, a third specialized library, includes 44,785 volumes, one-half in mathematics and one-fourth each in physics and geology. Of the 614 periodicals available, approximately 400 are related to mathematics. At present a limited number of microfilms are on file. Also available are numerous pamphlets provided free-of-charge by state geological societies.

A fourth specialized library is the Library of the Institute of Cistercian Studies. Located in Hillside Apartments West, it has extensive collections in the fields of medieval history and theology, particularly in monastic history and spirituality, in addition to a rare book collection of manuscripts and early printed books. The collections provide resources for graduate students and faculty in the Medieval Institute and in the Departments of History, Languages, Religion, Philosophy, and Communication Arts and Sciences. The library is, in actuality, an adjunct to Waldo Library with some services provided by Waldo, but in every other respect is autonomous.

A fifth specialized library is the Educational Resources Center (ERC). Located in Sangren Hall, it houses an academic collection of approximately 50,000 volumes, including research materials in education, with supplementary materials in psychology and sociology. An additional 12,000 volumes of curriculum materials in all subject areas in elementary and secondary education are available. The ERC collection of periodicals includes current subscriptions to 511 journals in education and related disciplines. The ERC also houses federal and state government documents in education, as well as general and specific encyclopedias and dictionaries.

In addition to inadequate funding for acquisitions, Western's library system would also appear to have insufficient book shelves and seats for library users. In Waldo Library seating capacity dropped from 1,954 stations in 1969 to 1,017 stations in mid-1976. Only 38 faculty and graduate carrels and 30 assigned study rooms were available at that time. Currently, space for storage and study areas is particularly critical in the Business Library and in the Music

Library. In the Business Library only 199 seats are available, with no space for individual carrels or study rooms for either graduate students or faculty. In the Music Library lack of space has meant that back issues of some periodicals must be stored in Waldo Library and that all microfilms must be taken to the microfilm readers in Waldo. Although ERC has a seating capacity of 250, only 8 carrels are available, with no provisions for individually assigned carrels for either faculty or graduate students. In all the library facilities, the lack of carrels or assigned study space for individual use is unfortunate. However, the rate of usage of the available space, 15 percent, seems inordinately low for a graduate student population of over 3,000 and would suggest the need for further investigation. In addition, although seating capacity has dropped since 1969, maximum utilization of seats is rare.

Owing to the current financial climate of the State, it is not unexpected to find that Waldo Library and all of the specialized libraries are experiencing budget shortages. Since services and facilities at Western are not concentrated in a single location, it is tempting to argue that centralization of the library facilities and services would be the most logical solution to budget shortages. Indeed, centralization would reduce the need for hiring professional staff. However, there are programmatic arguments in favor of the present somewhat decentralized system. Further, to embark on a program of centralization—requiring a completely new physical facility—at a time when the need for programs and library acquisitions is more crucial is questionable.

36. **Therefore, the Committee recommends that the University, in conjunction with a review of graduate programs, study its policy of acquiring library materials so that it can develop priorities for acquisitions in those areas with strong graduate programs. In order to support graduate programs, Western must become increasingly selective in its purchases, not seeking to become a library of both breadth and depth but a library of selected strengths.**

37. **The Committee also recommends that the University maintain the current semi-centralized system of libraries and conduct a**

study of library usage to investigate user satisfaction, space utilization, and services provided. The University should discourage further decentralization of resources from Waldo Library.

Instructional Communications

The Division of Instructional Communications provides services that supplement library resources and classroom instruction. These include television services (taping service, production service, public television service, TV program library, and consultation services), motion picture services, audio services, Multiple-Audio Distribution System (MAD), photographic services, technical services, graphic services, and WMUK radio. The Office of Instructional Development is also part of the Division of Instructional Communications.

As all disciplines have increasingly incorporated audio-visual aids into classroom instruction, the need for effective distribution of up-to-date and reliably maintained equipment has become critical. At present audio-visual equipment is distributed primarily through the audio-visual area of the Division of Instructional Communications and is housed in Dunbar Hall. Additional points of distribution are the Physical Sciences Library, for use in Rood Hall and Everett Tower, and the Business Library, for the use of the College of Business faculty on East Campus. Equipment for the use of the College of Education faculty is distributed through the Educational Resources Center. All equipment maintenance is budgeted through the Division of Instructional Communications, and all equipment must be sent to the Audio-Visual Center in Waldo Library for maintenance. The Audio-Visual Center also maintains a film, filmstrip, and recordings library, as well as a limited slide library. Operators of audio-visual equipment are furnished by this office.

In addition to the services provided through the Division of Instructional Communications, the Educational Resources Center (ERC) in the College of Education also provides some similar services to both faculty and students in the College of Education and in other colleges. Two primary facilities are available through ERC: 1) graphic services, supervised by a graphic specialist, provide services to the College of Education faculty and graduate students; 2) the Learning Laboratory, supervised by a person with a Master of Arts degree in audio-visual education, is available for faculty and students to produce their own work. This is the only such facility in the University. In addition, ERC has a collection of over 4,000 items, including 16 mm. films, 8 mm. film loops, film strips, disc and tape recordings, flat picture sets and charts, multimedia kits, and slide sets. The 16 mm. films and film strips are available to any faculty member.

To help Western faculty to improve the quality of instruction and to provide assistance in researching and developing new educational methods, the Office of Instructional Development (OID) was established in 1972. The objectives of the OID include: facilitating on-going instructional programs; developing and promoting instructional innovations; determining, with other University agencies, the quality of instructional programs; and promoting and improving instructional support services at Western. In addition, this office offers assistance to those writing proposals for instructional development grants, identifies the appropriate funding agencies or foundations, and undertakes initial inquiries about current funding policies at the request of faculty members. Final submission of proposals is through the Office of Research Services. Workshops, retreats, and presentations by visiting authorities in instructional development are part of the faculty enrichment program planned by OID. Individual consultant services for faculty members, faculty committees, or departments are also provided on request.

Faculty members who have special Instructional Development projects can be assigned a student assistant to help complete the work. Assistantships normally carry a $100 grant per semester; as much as $50 for materials and supplies may also be granted. In special cases, student interns can be assigned, under the direction of the OID, to help with selected projects. In the future OID may support student teaching apprentices.

The OID seeks funds to promote additional services. One is granting Faculty Assigned Time fellowships that will include funds for travel, supplies, material, equipment, and student assistants so that a faculty member may have released time to work on Instructional Development projects. Another is bearing the cost of visiting authorities in instructional development. Still another is matching funds for faculty to travel to unique instructional development programs.

38. The Committee recommends that the University undertake a thorough study of the purposes, services, and funding of the Office of Instructional Development and eliminate any duplication of services with those of other campus agencies. Moreover, the University should strive to acquaint the University community with the services of the Division of Instructional Communications.

Continuing Education Facilities

As Western's sphere of influence and its emphasis on lifelong learning increase, it must take its off-campus courses more seriously. Increasingly, graduate students will satisfy degree requirements through off-campus courses. It is, therefore, essential that high standards be maintained in off-campus classes. It is vital that students have access to adequate library resources, computer facilities, laboratory space, and equipment. At present, classes are being taught at centers which cannot duplicate on-campus facilities. This situation is entirely unsatisfactory.

Library needs are met somewhat more satisfactorily than computer and equipment demands. The library facilities maintained at Western's Continuing Education centers are funded through Waldo Library. The libraries in Benton Harbor, Muskegon, and Battle Creek are relatively small and provide only small collections of volumes and periodicals. The Grand Rapids Extension Library houses a permanent collection of about 1,500 volumes and a rotating collection of approximately that same number. In both Battle Creek and Grand Rapids, cooperative arrangements have been made with the area community colleges for facilities. The budget for development of Continuing Education center libraries appears to have declined dramatically since 1971, although this is partially explained by the fact that the purchase of many basic reference books was a one-time expenditure. The budget dropped from $7,652 in 1971-72 to $4,957 in 1973-74—a period of time in which graduate student enrollment in off-campus classes actually rose.

In addition to facilities for students, all Continuing Education centers must be provided with adequate equipment for classroom instruction. The situation seems to be especially critical in Grand Rapids where the University Consortium provides only minimal assistance and where the extension center can no longer borrow equipment from Grand Rapids Junior College.

> **39. Therefore, the Committee recommends that the University provide its Continuing Education centers with the library resources, computer facilities, laboratory space and equipment, and other instructional tools needed to meet the growing demand for lifelong education.**

CHAPTER IX

COMMUNITY SERVICE AND CONTINUING EDUCATION

Recognizing the importance of reciprocity between Western and the surrounding communities, the Committee emphasized community service and continuing education in both its purpose and mission statements. The Committee thought that in the next decade the vitality of the University would largely depend on how it related to the needs of these communities. Responding to some immediate community needs, for example, the University could render valuable technical assistance to private and governmental sectors, help solve social problems, and give all citizens the opportunity for lifelong learning. Thus in an attempt to gain insight into the present and future status of community service and continuing education, the Committee conducted studies and made subsequent recommendations in these areas.

Community Service

To describe the current state of community service at Western, the Committee conducted a survey of University administrators (deans, department chairmen, and directors of centers and institutes), faculty, and 141 business, governmental, and other community organizations (such as school systems, foundations, and social service agencies). The results of the survey disclosed that 64 percent of the center and institute directors thought that their center or institute had a community service component. Of those who responded to the faculty questionnaire, 71 percent indicated some current involvement in community service. The responses from community organizations outside the University revealed that a high percentage of respondents had previous involvement with Western's community service activities and desired more in the future. The survey also showed that there were many different concepts of "service," which then led the Committee to frame a definition which would have general applicability.

The Committee defined community service as any University activity intended to have a positive impact on the community. Community service—not necessarily involving monetary reimbursement—could include one or all of the following: 1) Any service rendered to a community outside the University that related directly to one's discipline or to the use of the University's physical resources. For example, the Institute of Public Affairs has provided a variety of consulting services to the Southcentral Michigan Planning and Development Council of Region III and is also preparing an environmental assessment of the Kalamazoo-Black-Macatawa-Paw Paw River Basin for the U.S. Department of Agriculture's Soil Conservation Service. In addition, the Center for Sociological Research has helped to evaluate Kalamazoo County's IMPAC program (Improved Misdemeanor Program for Administration and Caseflow), which seeks to streamline the entire procedural structure of the County's criminal justice system for misdemeanors. 2) All activities arising from one's University affiliation, whether or not these activities originated with one's discipline. To mention a few examples, the Dean of the College of Fine Arts has served as the Vice Chairman of the Michigan Council of the Arts, and the Dean of The Graduate College has served as President of both the Michigan Chapter and the Midwest Region of the American Association of Workers for the Blind. 3) Any mutually initiated and mutually beneficial activities that contributed to the development and maintenance of productive relationships between the University and the community. For example, the Division of Continuing Education has assisted school districts in southern Michigan by training over 7,000 school bus drivers annually and by initiating an education program for students on school bus safety. In addition, the University sponsored the Para-School Learning Center, which offered tutoring, counseling, and training services for students and parents of students experiencing academic and behavioral difficulties in the Kalamazoo schools. Also, the Business Research and Service Institute offers training programs in management to businesses in southwestern Michigan.

Although Western is currently involved in some community service activities, more can and should be done. The University lacks an organized approach to community service. It has no mechanism by which to inform the community of its resources, to gather information on community needs, to integrate the facilities – lodging, food, and meeting rooms – necessary to accommodate conferences, or to provide an inventory of skills and talent within the University. This is particularly regrettable when one considers the responses from the 141 business, governmental, and other community organizations. Whereas many of these are already interacting with individual faculty members, departments or divisions, they consistently call for more interaction.

40. Therefore, the Committee recommends that the University adopt a policy toward and publicize its commitment to community service. The University should also encourage, promote, and reward the faculty for community service. Furthermore, the University should publish and distribute an annual report of its contributions to community service.

Continuing Education

Because of a growing awareness that learning is a lifelong process and not merely the earning of degrees within limited time periods, Western must address itself to this trend at all levels. At the graduate level enrollments are increasing because many jobs demand more specialized knowledge, and for many students off-campus graduate study is more convenient than the traditional residential study on campus. To illustrate, a growing number of Western's graduate students are involved in off-campus study. (See Table 13 for these enrollment figures.) Currently, these students are admitted under the same procedures and requirements as on-campus students. A staff member from The Graduate College advises them, as well as faculty members from the many departments offering off-campus courses. The registration requirements are the same for all graduate students on or off campus.

TABLE 13

Graduate Student Enrollments and Credit Hours
Produced in Continuing Education Courses, 1970-71 to 1974-75

	1970-71	1971-72	1972-73	1973-74	1974-75
Enrollments	3,512	3,435	4,134	4,132	4,893
Credit Hours	9,922	9,995	11,902	12,436	14,187

There are some problems, however. One is that off-campus students do not always have access to computers, libraries, and laboratory facilities which are necessary for graduate course work and research. This, of course, prevents some departments from offering courses for which there are willing students, and this makes it difficult for off-campus students to complete a degree program. Another problem lies in the Permission-To-Take-Classes (PTC) enrollment status. Certainly the PTC status is ideal for opening a variety of classes to non-traditional students, but it should not be abused; that is, the University should continue to limit the number of credits earned on PTC status in a degree program. A third problem centers on the tendency of many departments to offer discrete courses off campus rather than those necessary to a well-planned program leading to a degree.

41. Therefore, the Committee recommends that departments offering off-campus course work be encouraged, where appropriate, to develop planned sequences of courses leading to a degree. Moreover, the University should provide the necessary instructional resources to meet the growing demand for off-campus courses.

In order to attract off-campus graduate students the Division of Continuing Education has attempted to coordinate recruiting activities: 1) It has compiled a master mailing list, including approximately 15,000 names of potential students in all disciplines. 2) It has urged off-campus Center directors to be alert for any potential student and organizational demand for courses. 3) It also has adopted a policy which encourages colleges and departments to develop their own recruiting programs.

It would thus appear that the chief responsibilities of the Division of Continuing Education are to serve as a medium through which those on campus can communicate with those off campus and to assist the colleges and departments, when needed, with their planning of courses.

42. Therefore, the Committee urges that the University study alternative approaches to funding its Continuing Education activities so that

Western can meet its commitment to lifelong education.

Reorganization of Community Service and Continuing Education

To fulfill many of its missions (See Chapter III) and to enhance its long-term survival, the University needs to expand its involvement in community service.

> **43. Therefore, the Committee recommends the establishment of the position of Associate Vice President for Community Service—who also will be the Dean of Continuing Education—within the Office of the Vice President for Academic Affairs. (See Figure 6 for the proposed organizational chart.) In order to ensure an organized, planned approach to community service and continuing education, he should be assisted by the Director of Community Service and the Director of Continuing Education.**

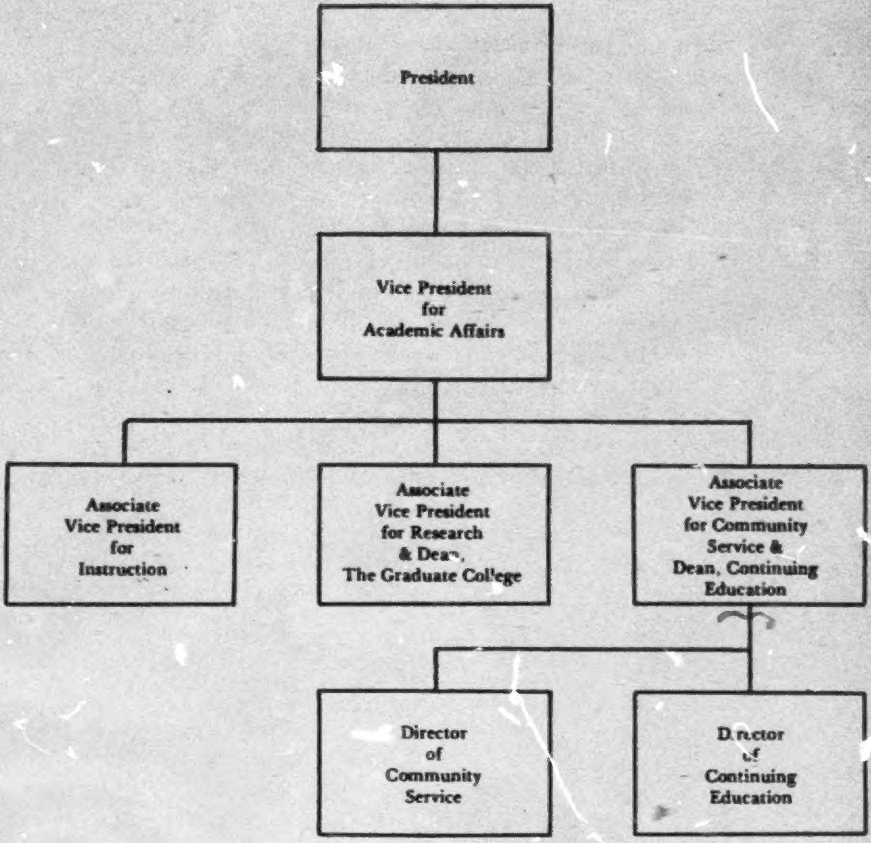

President
Vice President for Academic Affairs
Associate Vice President for Instruction
Associate Vice President for Research & Dean, The Graduate College
Associate Vice President for Community Service & Dean, Continuing Education
Director of Community Service
Director of Continuing Education

Figure 6. Proposed Administrative Reorganization of the Office of the Vice President for Academic Affairs: Associate Vice President for Community Service and Dean, Continuing Education

CHAPTER X

SUMMARY

The rapid growth of graduate education at Western is one significant theme in this report. The increase in on-campus enrollment from 147 in Fall, 1939 to 4,139 in Fall, 1974; the development of 65 graduate programs at the master's, specialist, and doctoral levels by 1974; and the 900 percent increase in the number of degrees granted from the 146 in 1952-53 to the 1,460 in 1973-74 attest dramatically to the growth of graduate education at Western, as well as to this University's willingness and ability to respond to the educational needs of Michigan's citizens. The fact that nearly one of every four students studying on the Kalamazoo campus is a graduate student reflects just how important graduate education has become at Western in a relatively short time.

Because of the recognized importance of graduate education and its essential related activities of research and community service, the Committee paid particular attention to the organization of these activities. The Committee found widespread recognition of the significance of these activities and of the need for leadership to coordinate them and to advocate their importance throughout the University and at the highest levels. Thus, the Committee also emphasized the need for a major reorganization of the Office of the Vice President for Academic Affairs by creating two additional positions: an Associate Vice President for Research, who also will be the Dean of The Graduate College, and an Associate Vice President for Community Service, who also will be the Dean of Continuing Education.

Another major theme is the need to bolster and maintain the high standards of academic excellence and integrity that have been the hallmark of American graduate education. The report of the Task Force on Graduate Education refers to "a general public disaffection" with higher education because of an "erosion of higher educational standards and quality at all higher levels,"[15] which may help to explain shifting legislative priorities in Michigan and the decline in the percentage of state appropriations for colleges and universities in the decade from 1966-67 to 1975-76. Reports by state departments of education throughout the nation have reached similar conclusions.

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[15] Task Force on Graduate Education, p. 2.

The first and best known of these was the report, "Master's Degrees in the State of New York, 1969-70."[16] It expressed deep concern with the lack of quality that accompanied the rapid expansion in graduate education and criticized many ill-conceived and loosely administered programs, the standards for student and faculty performance which varied markedly from one program to another, the blurring of the distinction between undergraduate and graduate study by the reliance on courses which primarily enroll undergraduates, the lack of good academic advising, the frequent lack of expected academic qualifications by faculty, the limited aid for research, scheduling practices which made it difficult for part-time students to proceed systematically through a planned and coherent curriculum, the admission and matriculation of some students with very modest records, and the absence of any integrating and/or culminating experience in many programs, which required solely a specified number of credit hours earned with grades of B or better. The Committee has identified many of these same criticisms in this report.

As mentioned in the Preface, this report represents a beginning—a point of departure. It will initiate a debate on the mission of graduate education at Western, the need to identify our areas of special strength, and then an effort to develop these strengths in areas where Western can make a unique contribution. Thus, the report doubtless will have an impact on the setting of Western's priorities for the future. The report also will stimulate a discussion of the need for many changes in graduate education, such as admission criteria and the need for expanded access to graduate education, the desperate need for adequate supply and equipment funds, and, as suggested by the final report of the National Board on Graduate Education, the need for alternative forms of graduate education to serve the non-traditional students—older students, fully-employed students, part-time students, non-residential students, and professionals who wish to upgrade their knowledge and skills without earning another degree—who "hold the promise for growth and expansion in graduate education during the next decade."[17]

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[16] State Education Department, The University of the State of New York, "Master's Degrees In The State of New York" (Albany: 1972).

[17] National Board on Graduate Education, *Outlook and Opportunities for Graduate Education* (Washington, D.C.: National Academy of Science, 1975), p. 40.

Of the many topics identified by the Committee for further study, none is more important than the need for a review and evaluation of graduate programs. President Miller instructed the Committee to conduct a comprehensive self-study, similar to the earlier C.U.E. report, rather than an evaluation of the strengths and weaknesses of individual programs. However, such a review should be the next step: every graduate program at Western should undergo a rigorous, systematic, and periodic evaluation—"the good ones to demonstrate their known quality, the poorer ones either to establish or reestablish an acceptable level of quality or to dismantle them in favor of bolstering the quality of others."[18] There has been a steady increase nationally in questions asked by state legislatures about graduate program costs and quality and in requests for the review of new and existing programs. The State Board of Education in Michigan recently called for periodic comprehensive reviews of programs "in order to avoid undue proliferation of high-cost specialized graduate programs, and to limit such programs to a restricted number of institutions equipped to conduct such programs on a quality basis."[19] The Committee believes that the greatest responsibility for adapting to changing circumstances lies within the University and sees the need for an internal review of Western's programs. As stated by the Task Force on Graduate Education, such self-examinations

> will ultimately restore the confidence and consequent support needed if higher education is to serve society as it alone is capable. Graduate education, which is in the public image entirely too dedicated to teaching more and more about less and less, must be especially self-critical and self-correcting. The halo effect is well recognized through which strong graduate disciplines reflect credit upon those that are less than demanding in point of the student's time, energy, and intellect. Surely the recent decline of public confidence requires a recognition also of the *reverse* halo effect, whereby inevitably degrees awarded in graduate programs of lower standards and less rigor are bound to have a deteriorating impact on the image of and respect for *all* graduate degrees.[20]

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[18] Task Force on Graduate Education, p. 26.

[19] State Board of Education, "A Statement of State Board of Education Policies on Appropriations to Support Major Programs in Institutions of Higher Education for Fiscal Year 1976-77" (April 6, 1976).

[20] Task Force on Graduate Education, p. 23.

Recommendations

In order to help Western prepare for the future, the All-University Committee on Graduate and Professional Education urges the University to continue this process of self-examination, and requests the President and the University community to consider carefully and to implement the following recommendations, which can also be found elsewhere in the report:

1. The Graduate College should develop a procedure to determine student needs periodically and a system to collect and report data on graduate students. Furthermore, The Graduate College and individual departments should take special note of the needs of the part-time and the PTC student.

2. The University should strengthen its recruitment program to ensure high caliber graduate students who reflect (a) diversified ethnic, social, and cultural interests and (b) regional, national, and international representations.

3. Each department should develop and submit to the Affirmative Action Coordinating Committee an affirmative action plan for immediate implementation.

4. The Graduate Studies Council should examine critically the criteria for admission to graduate programs, which include the use of the Graduate Record Examination and other national standardized examinations, the English Qualifying Examination, and the grade point average level.

5. The University should make a serious commitment to increase financial support for student and faculty research. The University should also encourage an atmosphere in which teaching and research complement one another—indeed, are necessary to one another.

6. Western also should explore ways of providing greater financial support for graduate students, particularly for the part-time student.

7. Each department and college should maintain files on the

placement of graduate students and develop follow-up procedures so that they can evaluate and modify programs where necessary.

8. The Graduate Studies Council should discontinue the residency requirement for all graduate programs and individual departments and colleges should determine the need for—and, where appropriate, establish—whatever residency requirements are necessary to meet specific educational objectives.

9. All graduate departments should establish clear procedures for the academic advising of students, and notify students about them at the time of their admission to various departments. In addition, The Graduate College should develop for advisors a handbook of the College's policies, procedures, and forms, as well as provide periodic in-service training for advisors.

10. The Graduate College and all graduate departments should provide adequate orientation to the University and to graduate programs within departments.

11. The Graduate College should update *The Graduate College Bulletin* periodically so that it communicates accurately and thoroughly the nature of graduate programs at Western. This should include the goals, the admission and graduation requirements, the operational procedures, and the size (the number of students and faculty) of each program. In addition, a letter from the department to the student informing him of admission should clearly specify departmental requirements.

12. Each department requiring master's theses, specialist projects, or doctoral dissertations should describe its policies and practices to the student, advisor, committee, and The Graduate College in formal written statements. In addition, each department and its respective college should be responsible for the quality of student work and The Graduate College should be responsible for assuring proper format and style.

13. All doctoral committees should include a faculty member from a related cognate field who has been approved by the student's department, the college, and The Graduate College.

14. Each department should set up a procedure that will help graduate students and their advisors develop a carefully planned, coherent program of study. Further, departments should require students at each degree level to complete an appropriate capstone experience.

15. All 500-level courses should be treated as graduate courses available to graduate students and academically qualified undergraduates of junior and senior class standing only. Furthermore, at least two-thirds of the courses taken in each graduate program should be limited to graduate students alone.

16. Classes should be scheduled more favorably to accommodate graduate students. Such a policy must recognize that many graduate students attend part-time, that many prefer to enroll in the spring and summer sessions, and that many need to take courses in sequence to fulfill requirements. The *Bulletin* should designate in which terms required courses will be offered.

17. The grading scale adopted by the Graduate Studies Council on February 17, 1972, and featuring grades of AB and BC, should be implemented:

Grade	Honor Points
A	4.0
AB	3.5
B	3.0
BC	2.5
C	2.0
E	0
I	—
W	—
CR	—
NC	—

18. The Graduate Studies Council should review the policy of permitting master's degree students to include up to six hours of approved course work at the 300- and 400-levels in a graduate program.

19. The Graduate College should encourage academic units to develop and implement strong interdisciplinary programs.

20. Each department should maintain or obtain full accreditation for its graduate programs. This, of course, assumes adequate financial support by the University.

21. The definition of graduate faculty and the criteria for membership should be reviewed and clarified by the Graduate Studies Council, in close cooperation with departments and colleges.

22. Each department and college should review and clarify its expectations of its graduate faculty with regard to their involvement in teaching, research, community service, and other academic and professional activities of the University, and then publish a statement of expectations, after it has been reviewed and approved by the Graduate Studies Council.

23. Each department and college should establish procedures, based on its statement of expectations, to review and evaluate periodically the performance of its graduate faculty.

24. The University—through the Office of the Vice President for Academic Affairs, each college, and department—should vigorously encourage, support, and reward research and other creative endeavors. The Committee also reaffirms the findings of earlier studies of research activity at Western, such as the Farris Report, and urges the implementation of many of their recommendations. Moreover, the University should recognize the importance of interdisciplinary activities and encourage faculty participation in them, sponsor in-service training programs to assist in the development of re-training of faculty for research and other creative endeavors, and make consulting services available to faculty who need assistance in initiating research.

25. The Graduate College and the Graduate Studies Council should review their policies and procedures to determine how to encourage more departmental autonomy in the administration of graduate programs. The responsibility for quality control and academic integrity of graduate programs should reside in the

departments and their respective colleges, as well as in The Graduate College.

26. The Graduate College should prepare a manual explicating the policies and procedures of the Graduate Studies Council and The Graduate College. Such a document would form the basis for the operating relationships between the faculty, departments, schools, and colleges and the Graduate Studies Council and The Graduate College.

27. The Graduate Studies Council should develop guidelines, criteria, and procedures for the systematic and periodic review of all graduate programs.

28. The University should establish a new administrative position of Associate Vice President for Research—who also will be the Dean of The Graduate College—within the Office of the Vice President for Academic Affairs. In order to coordinate the development of policies supportive of graduate education and research, this person also should chair both the Graduate Studies Council and the Research Policies Council. Assistance should be provided by three associate deans with responsibilities in the areas of research development, graduate student services, and program development.

29. The University should conduct a study of computer services on campus, focusing on making more efficient use of the present machinery and in-house programming expertise. The study should examine the feasibility of integrating administratively the two major computer centers and of creating a single body to monitor priorities in usage, budget, and equipment.

30. The Advisory Committee for Academic Computers and Computer Training should be renamed the Advisory Committee for Computer Training and the Academic Use of Computers. It should continue to operate as an advisory group in the areas of academic computer systems operation and computer instruction, with its range broadened to include all computer facilities on campus.

31. The Computer Center should establish and maintain a group of public terminals at a minimum of two locations on campus, in

addition to those currently in the Computer Center area. It should also establish a public remote batch terminal on East Campus.

32. The University should continue to organize academic computer services on a University-wide basis, like those of the University Libraries, to provide and encourage computer use in research and graduate instruction by faculty and graduate students.

33. The University should develop a plan to fund laboratory equipment and supplies adequately and to replace inadequate, obsolete equipment. If the necessary funding is not available, the University must determine actual program costs and make considered, firm decisions about the viability of each of its graduate programs.

34. The University should establish an amortization fund to replace equipment when necessary.

35. The University should study the present system of apportioning equipment costs to departmental budgets as opposed to apportioning them to larger administrative units.

36. The University, in conjunction with a review of graduate programs, should study its policy of acquiring library materials so that it can develop priorities for acquisitions in those areas with strong graduate programs. In order to support graduate programs, Western must become increasingly selective in its purchases, not seeking to become a library of both breadth and depth but a library of selected strengths.

37. The University should maintain the current semi-centralized system of libraries and conduct a study of library usage to investigate user satisfaction, space utilization, and services provided. The University should discourage further decentralization of resources from Waldo Library.

38. The University should undertake a thorough study of the purposes, services, and funding of the Office of Instructional Development and eliminate any duplication of services with those of other campus agencies. Moreover, the University should strive to acquaint the University community with services of the Division of Instructional Communications.

39. The University should provide its Continuing Education centers with the library resources, computer facilities, laboratory space and equipment and other instructional tools needed to meet the growing demand for lifelong education.

40. The University should adopt a policy toward and publicize its commitment to community service. The University should also encourage, promote, and reward the faculty for community service. Furthermore, the University should publish and distribute an annual report of its contributions to community service.

41. Departments offering off-campus work should be encouraged, where appropriate, to develop planned sequences of courses leading to a degree. Moreover, the University should provide the necessary instructional resources to meet the growing demand for off-campus courses.

42. The University should study alternative approaches to funding its Continuing Education activities so that Western can meet its commitment to lifelong education.

43. The University should establish the position of Associate Vice President for Community Service—who also will be the Dean of Continuing Education—within the Office of the Vice President for Academic Affairs. In order to ensure an organized, planned approach to community service and continuing education, he should be assisted by the Director of Community Service and the Director of Continuing Education.

APPENDIXES

APPENDIX A

Graduate Student On-Campus Enrollment by Program, Degree Level, and Sex, Fall Semester, 1974

Program	Master's		Specialist		Doctoral		Non-Degree		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	
ACT	21	8					1	2	22	10	32
ANG	9	10							9	10	19
ARG	4	6						2	4	8	12
AVM	24	19					1	1	25	20	45
BIO	56	18					3	2	59	20	79
CAS	35	29					1		36	29	65
CHM	21	7			4		3		28	7	35
C-P	146	78	15	10	30	6	4	1	195	195	390
CSC	20	5	1						21	5	26
ECN	35	9					3	1	38	10	48
EDL	97	37	16	4	44	24	13	6	170	71	241
ENG	15	27					1	1	16	28	44
ESC	6	1							6	1	7
GEO	22	2					1	1	23	3	26
GLG	8	2					1		9	2	11
HEG	1	34					1	2	2	36	38
HST	30	10	3				1		34	10	44
HTB	2	18					1	3	3	18	21
IAS	13	5	2	3			3		18	8	26
LAN	10	22							10	22	32
LIG	42	163	3				2	7	47	170	217
MBA	188	20					19		207	20	227
MFA	9	9					2	2	11	11	22
MMS	7	7							7	7	14
MOT	11	21							11	21	32
MPA	25	7					10		35	7	42
MSB	5								5		5
MSW	48	54					2	2	50	56	106
MTH	17	6	3	1	7				27	7	34
MUG	7	21					1		7	21	29
ND	1						15	12	16	12	28
OMS	16	8							16	8	24

APPENDIX A
(Continued)

Program	Master's		Specialist		Doctoral		Non-Degree		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	
ORG	8						1		9		9
PHY	8						1		9		9
PIP							1		1		1
PSC	33	9					10		43	9	52
PSE	4						1		5		5
PSY	110	56					3	4	113	60	173
PTC		1					387	347	387	348	735
SCD			4		6			1	10	1	11
SOC	27	14			21	5	3		51	19	70
SPE	17	65	1			1	17	44	35	110	145
SPA	13	64						3	13	67	80
SPY	6	10	5	3			1		12	13	25
STA	6	1							6	1	7
TAT	2	1						1	2	2	4
TBE	20	26	2	3			2	1	24	30	54
TCC	49	25						2	49	27	76
TCD	10	19					3	2	13	21	34
TDE	4								4		4
TEC	52						7		59		59
TEL	29	120					1	2	30	122	152
TGS		1								1	1
THE		11								11	11
TIE	35	1					1		36	1	37
TJH	12	9						2	12	11	23
TMA	6	6						1	6	7	13
TMU	7	6							7	6	13
TOE	6	12							6	12	18
TPE	29	15					4	1	33	16	49
TRE	20	171						9	20	180	200
TSI	23	8					6		29	8	37
TSS	9	2							9	2	11
Total Grads.	1,496	1,416	55	24	112	36	538	462	2,201	1,938	4,139
	2,912		79		148		1,000				

Note: Program abbreviations follow this appendix.

Program Abbreviations

ACT—Accounting
ANG—Anthropology
ARG—Art
AVM—Audio-Visual
BIO—Biology
CAS—Communication Arts & Sciences
CHM—Chemistry
C-P—Counseling & Personnel
CSC—Computer Science
ECN—Economics
EDL—Educational Leadership
ENG—English
ESC—Earth Science
GEO—Geography
GLG—Geology
HEG—Home Economics
HST—History
HTB—Rehabilitation Teaching
IAS—International & Area Studies
LAN—Languages, Modern & Classical
LIG—Librarianship
MBA—Business Administration
MFA—Fine Arts
MMS—Medieval Studies
MOT—Occupational Therapy
MPA—Public Administration
MSB—Business
MSW—Social Work
MTH—Mathematics
MUG—Music
ND—Non-Degree
OMS—Orientation & Mobility Specialist
ORG—Operations Research
PHY—Physics
PIP—Professional Improvement Program
PSC—Political Science
PSE—Paper Science & Engineering
PSY—Psychology
PTC—Permission to Take Classes
SCD—Science Education
SOC—Sociology
SPE—Special Education
SPA—Speech Pathology & Audiology
SPY—School Psychology
STA—Statistics
TAT—Teaching of Art
TBE—Teaching of Business Education
TCC—Teaching in the Community College
TCD—Teaching of Educationally and Economically Disadvantaged
TDE—Teaching of Distributive Education
TEC—Technology
TEL—Teaching in the Elementary School
TGS—Teaching of General Speech
THE—Teaching of Home Economics
TIE—Teaching of Industrial Education
TJH—Teaching in the Junior High School
TMA—Teaching of Mathematics
TMU—Teaching of Music
TOE—Teaching of English
TPE—Teaching of Physical Education
TRE—Teaching of Reading
TSI—Teaching of Science
TSS—Teaching of Social Science

APPENDIX B

Racial/Ethnic Background of Graduate Students by Program, Fall Semester, 1974

Program	W	B	I	M	O	P	S	Total
ACT	31						1	32
ANG	19							19
ARG	12							12
AVM	44	1						45
BIO	75	3	1					79
C-P	349	30	3		4		4	390
CAS	60	4					1	65
CHM	34	1						35
CSG	25	1						26
ECN	46	1					1	48
EDL	205	28			2		6	241
ENG	42	2						44
ESC	7							7
GEO	26							26
GLG	11							11
HEC	1							1
HEG	34	3						37
HST	43				1			44
HTB	19	2						21
IAS	26							26
LAN	30	1						32
LIG	211	4	1		1			217
MBA	223	4						227
MFA	22							22
MMS	14							14
MOT	30	2						32
MPA	35	7						42
MSB	5							5
MSW	82	21			1	1	1	106
MTH	34							34
MUG	26	2						29
ND	27	1						28
OMS	24							24
ORG	8	1						9
PSY	9							9
PIP	1							1
PSC	52							52
PSE	5							5
PSY	168	3	1					172
PTC	704	26		1		3	2	736
SCD	10	1						11

APPENDIX B
(Continued)

Program	W	B	I	M	O	P	S	Total
SOC	64	5					1	70
SPE	140	5						145
SPG	76	3						80
SPY	24	1						25
STA	7							7
TAT	4							4
TBE	52	1			1			54
TCC	72	3					1	76
TCD	32	2						34
TDE	4							4
TEC	57	2						59
TEL	149	2			1			152
TGS	10						1	11
THE	10						1	11
TIE	36						1	37
TJH	23							23
TMA	13							13
TMU	12	1						13
TOE	17						1	18
TPE	48		1					49
TSI	36	1						37
TSS	11							11
	3,910	180	8	1	11	5	24	4,139

Key

W—White or Other
B—Afro-American, Black
I—American Indian
M—Mexican-American
O—Oriental-American
P—Puerto Rican
S—Spanish Surnamed

APPENDIX C

Geographical Origin of Michigan Graduate Students by County, Fall Semester, 1974

Alcona—0
Alger—1
Allegan—154
Alpena—2
Antrim—0
Arenac—0
Baraga—0
Barry—62
Bay—10
Benzie—1
Berrien—188
Branch—35
Calhoun—269
Cass—51
Charlevoix—3
Cheboygan—0
Chippewa—5
Clare—2
Clinton—0
Crawford—0
Delta—1
Dickinson—2
Eaton—15
Emmet—9
Genessee—20
Gladwin—0
Gogebic—1
Grand Traverse—6
Gratiot—1
Hillsdale—13
Houghton—2
Huron—6
Ingham—42
Ionia—14
Iosco—0
Iron—2
Isabella—1
Jackson—31
Kalamazoo—1,453
Kalkaska—1
Kent—406
Keweenaw—1
Lake—0
Lapeer—1
Leelanau—0
Lewanee—0
Livingston—2
Luce—0
Mackinac—1
Macomb—34
Manistee—4
Marquette—6
Mason—3
Mecosta—1
Menominee—0
Midland—5
Missauke—0
Monroe—5
Montcalm—6
Montmorency—0
Muskegon—77
Newaygo—6
Oakland—53
Oceana—7
Ogemaw—0
Ontonagon—1
Osceola—0
Oscoda—0
Otsego—1
Ottawa—61
Presque Isle—2
Roscommon—0
Saginaw—14
St. Clair—12
St. Joseph—125
Sanilac—1
Schoolcraft—0
Shiawassee—4
Tuscola—4
Van Buren—144
Washtenaw—19
Wayne—110
Wexford—3

APPENDIX D

Geographic Origin of Graduate Students by State, Fall Semester, 1974

Alabama—1
Arizona—3
Arkansas—2
California—19
Colorado—3
Connecticut—11
Delaware—1
District of Columbia—1
Florida—9
Georgia—3
Idaho—0
Illinois—48
Indiana—57
Iowa—8
Kansas—1
Kentucky—4
Louisiana—5
Maine—2
Maryland—11
Massachusetts—19
Michigan—3,496
Minnesota—12
Mississippi—1
Missouri—6
Montana—1
Nebraska—2
Nevada—0
New Hampshire—1
New Jersey—14
New Mexico—2
New York—39
North Carolina—4
North Dakota—2
Ohio—40
Oklahoma—1
Oregon—3
Pennsylvania—24
Rhode Island—0
South Carolina—2
South Dakota—4
Tennessee—3
Texas—6
Utah—4
Vermont—1
Virginia—8
Washington—5
West Virginia—1
Wisconsin—17
Wyoming—1
Alaska—0
Canal Zone—0
Hawaii—2
Puerto Rico—0

APPENDIX E

Geographical Origin of International Graduate Students, Fall Semester, 1974

Australia—2
Brazil—9
Canada—17
China, Republic of (Taiwan)—14
Columbia—7
Equador—1
El Salvador—1
Ethiopia—7
French Community—1
Germany, Federal Republic—1
Ghana—2
Great Britain—2
Greece—2
Honduras—1
Hong Kong—9
India—25
Indonesia—1
Iran—25
Iraq—1
Italy—1
Japan—8
Jordon—1
Kenya—2
Korea, South—11
Kuwait—1
Lebanon—2
Liberia—3
Libia—2
Malaysia—5
Mexico—3
Netherlands—2
Nigeria—10
Pakistan—9
Peru—1
Philippines—2
Saudi Arabia—9
South Africa, Republic of—2
Sweden—2
Thailand—10
Turkey—3
Venezuela—3
Viet Nam, South—5
Virgin Islands—2

APPENDIX F

Survey of Geographical Origin of Graduate Students by Program, Fall Semester, 1974

Program	Number of Students	A	B	C	D	E
ACT	32	14	8	4	1	5
ANG	19	2	11	2	4	0
ARG	12	5	2	2	2	1
AVM	45	19	20	4	1	1
BIO	79	36	17	13	7	6
C-P	390	150	147	64	18	11
CAS	65	26	22	14	2	1
CHM	35	14	4	5	1	11
CSC	26	7	8	4	1	6
ECN	48	5	3	4	0	36
EDL	241	74	112	19	25	11
ENG	44	17	21	2	4	0
ESC	7	1	3	3	0	0
GEO	26	8	7	4	4	3
GLG	11	2	1	1	7	0
HEG	37	13	15	4	1	1
HEC	1	1				
HST	44	15	12	9	7	1
HTB	21	2	4	4	11	0
IAS	26	9	3	6	6	2
LAN	32	11	15	1	1	4
LIG	217	61	62	52	32	10
MBA	227	101	70	29	12	15
MFA	22	7	7	3	5	0
MMS	14	3	2	3	6	0
MOT	32	3	2	6	20	1
MPA	42	17	16	5	0	4
MSB	5	1	2	2	0	0
MSW	106	25	33	16	28	4
MTH	34	8	14	2	4	5
MUG	29	8	5	5	9	2
ND	28	9	10	2	1	6
OMS	24	3	0	1	18	2
ORG	9	5	2	1	0	1
PHY	9	0	1	2	0	6
PIP	1	1	0	0	0	0
PSC	52	12	18	12	2	8
PSE	5	0	1	0	0	4
PSY	117	33	20	24	77	18
PTC	736	391	268	60	13	4
SCD	11	5	1	2	2	1

APPENDIX F
(Continued)

Program	Number of Students	A	B	C	D	E
SOC	70	15	21	10	18	6
SPE	145	43	78	18	4	2
SPG	80	10	11	7	42	10
SPY	25	6	12	5	2	0
STA	7	3	1	1	0	2
TAT	4	2	1	1	0	0
TBE	54	16	28	4	1	3
TCC	76	31	26	12	4	3
TCD	34	17	15	2	0	0
TDE	4	0	4	0	0	0
TEC	59	23	14	4	4	14
TEL	152	65	82	4	1	0
TGB	1	1	0	0	0	0
THE	11	5	6	0	0	0
TIE	37	10	21	6	0	0
TJH	23	7	16	0	0	0
TMA	13	2	8	1	1	1
TMU	13	2	10	0	1	0
TOE	18	6	9	1	1	1
TPE	49	12	24	4	8	1
TRE	200	89	87	16	7	1
TSI	37	7	23	4	3	0
TSS	11	1	10	0	0	0

Key

A-Number of students from Kalamazoo County

B—Number of students from Allegan, Barry, Berrien, Branch, Calhoun, Cass, Eaton, Ionia, Kent, Montcalm, Muskegon, Newaygo, Oceana, Ottawa, St. Joseph, and Van Buren counties

C—Number of students from other counties in Michigan

D—Number of students from out-of-state

E—Number of international students

See program abbreviations following Appendix A.

APPENDIX G

Employment Status of Recipients of Graduate Degrees in 1972-73

	Education-Teaching	Education-Admin., Support, Technical	Continuing Graduate Study	Business & Industry	Government	Military	Other	Unemployed – Voluntary	Unemployed – Involuntary	Deceased	Unknown	Total Number of Graduates
MASTER'S DEGREE PROGRAMS												
College of Applied Sciences												
Distributive Education, Tchg. of	1											1
Home Economics	1	1										2
Home Economics, Tchg. of	4							1				5
Industrial Education, Tchg. of	28	2	1									31
Occupational Therapy							5					5
Paper Science	1											1
Technology				13								13
College Totals	35	3	1	13	0	0	5	1	0	0	0	58
Percentage	60.3	5.2	1.7	22.4			8.6	1.7				100
College of Arts and Sciences												
Anthropology	1								1			2
Biology	1	1	5	7							2	16
Chemistry			1	3								4
Communication Arts & Sciences	3	1	6	3	1				2			17
Computer Science												0
Earth Science	2											2
Economics			3	4	2						1	10
English	6		3	3	1			1			4	18
English, Tchg. of											1	1
Geography	1			2	3	1						7
Geology			1		1							2
History	4		6		1			1	2		4	18
International & Area Studies	1		1	1		1					1	5
Languages	5		1	3				3	1			13
Mathematics	2		2								1	5
Mathematics, Tchg. of	33	1	1					1				36
Medieval Studies							1	1				2
Physics	1		2	2						1		6
Political Science	1		2	2	1						9	15
Psychology		1	18	2	3		2				22	48
School Psychology		6	1								7	14
Science, Tchg. of	24										9	33
Social Science, Tchg. of	13										2	15
Social Work	1	1			21	1	7				5	36
Sociology	1		4	1	1							7
Speech Communication, Tchg. of												0

APPENDIX G
(Continued)

	Education-Teaching	Education-Admin., Support, Technical	Continuing Graduate Study	Business & Industry	Government	Military	Other	Unemployed—Voluntary	Unemployed—Involuntary	Deceased	Unknown	Total Number of Graduates
Speech Pathology & Audiology	16		1	2			8	1				28
Statistics											3	3
College Totals	116	11	58	35	35	3	19	8	6	1	71	363
Percentage	32.0	3.0	16.0	9.6	9.6	.8	5.2	2.2	1.7	.3	19.6	100
College of Business												
Accountancy				5							1	6
Business Admin.	3	5	3	41	1	2					42	97
Business Education, Tchg. of	32			1							1	34
Business, MS in				1								1
College Totals	35	5	3	48	1	2	0	0	0	0	44	138
Percentage	25.4	3.6	2.2	34.8	.7	1.4					31.9	100
College of Education												
Audiovisual Media	6	10	1	1								18
Blind Rehabilitation	9						19					28
Community College Tchg. of	27	0	2	5	1			1			21	57
Counseling & Personnel	12	72	6	4	18	2	3	2	2		57	178
Culturally Deprived, Tchg. of	11	6	2						1		2	22
Educational Leadership	5	10	3								12	30
Elementary School, Tchg. in	21	1	1	1							54	78
Junior High School, Tchg. in the	7										4	11
Physical Education, Tchg. of	20						1				14	35
Reading, Tchg. of	31							3			35	69
Special Education	25	5		1							7	38
College Totals	174	104	15	12	19	2	23	6	3	0	206	564
Percentage	30.9	18.4	2.7	2.1	3.4	.4	4.1	1.1	.5		36.5	100
College of Fine Arts												
Art	2											2
Art, Tchg. of	1										3	4
Fine Arts												0
Music	4			1			2	1		1	3	12
Music, Tchg. of	4										5	9
College Totals	11	0	0	1	0	0	2	1	0	1	11	27
Percentage	40.7			3.7			7.4	3.7		3.7	40.7	100
The Graduate College												
Librarianship	1	52	1	5	5	0	28	1	1	0	17	111
Percentage	.9	46.8	.9	4.5	4.5		25.2	.9	.9		15.3	100
Totals, Master's Students	372	175	78	114	60	7	77	17	10	2	349	1,261
Percentage	29.5	13.9	6.2	9.0	4.8	.6	6.1	1.3	.8	.2	27.7	100

APPENDIX G
(Continued)

	Education-Teaching	Education-Admin., Support, Technical	Continuing Graduate Study	Business & Industry	Government	Military	Other	Unemployed – Voluntary	Unemployed – Involuntary	Deceased	Unknown	Total Number
SPECIALIST DEGREE PROGRAMS												
Specialist in Education												
Counseling & Personnel	1	2			2							
Educational Leadership	3	3									2	
School Psychology											1	
Special Education												
Specialist in Arts												
Business Education	2											
English												
History												
International and Area Studies									1			
Librarianship		4										
Mathematics	1											
Science Education	1											
Totals, Specialist Students	8	9			2				1		3	
Percentage	34.8	39.1			8.7				4.3		13.0	

APPENDIX G
(Continued

	Education-Teaching	Education-Admin., Support, Technical	Continuing Graduate Study	Business & Industry	Government	Military	Other	Unemployed — Voluntary	Unemployed — Involuntary	Deceased	Unknown	Total Number of Graduates
DOCTORAL DEGREE PROGRAMS												
Doctor of Education												
Counseling and Personnel		2										2
Educational Leadership	2	17										19
Doctor of Philosophy												
Chemistry				2			1					3
Mathematics	2			1								3
Science Education	1	3										4
Sociology	6											6
Totals, Doctoral Students	11	22		3			1					37
Percentage	29.7	59.5		8.1			2.7					100
Grand Total	391	206	78	117	62	7	78	17	11	2	352	
Percentage	29.6	15.6	5.9	8.9	4.7	.5	5.9	1.3	.9	.2	26.6	100

Note: Results of survey of graduate advisors regarding employment status of their 1972-73 graduates.

APPENDIX H

Frequency Distribution of Time Required to Complete Master's Degrees

Number of Trimesters	Number of Students
1	1
2	3
3	29
4	30
5	25
6	25
7	22
8	13
9	13
10	18
11	8
12	8
13	11
14	3
15	4
16	8
17	4
18	2
19	4
20	1
21	0
22	0
23	0
24	0
25	1

Note: Data based upon a sample of 233 students receiving a master's degree from Western in August 1973, December 1973, or April 1974, who did not continue further graduate work at this institution.

APPENDIX I

Percentages of On-Campus Enrollments in 500-Level Courses, 1972-73 to 1973-74

College	A	B	C	D
Applied Sciences	8	77	26	12
Arts and Sciences				
Humanities	12	72	24	25
Sciences	9	55	45	28
Social Sciences	17	73	25	34
Business	7	59	17	17
Education	14	46	41	21
Fine Arts	10	76	23	19
Total University	12	60	31	23

Key

A—Average proportion of students enrolled in 500-level courses to students enrolled in all courses

B—Average proportion of students enrolled in 500-level courses to students enrolled in all graduate courses

C—Average proportion of graduate students in 500-level courses to all students in these courses

D—Average proportion of 500-level course offerings to total course offerings

APPENDIX J

Course Level Distribution in Master's Degree Programs, 1973-74

Course Level	Average Number of Credit Hours in Master's Program	Estimated Percentage of Hours in Master's Program
400 & below	.1 hours	.2
500-level	10.2 hours	29.6
600-level	22.8 hours	65.9
700-level	1.6 hours	4.3
Total	34.6 hours	100.0

Note: Data taken from graduate student sample used for Appendix H.

APPENDIX K

Number and Percent of Students Enrolled On-Campus in 500-Level Courses by Class Standing, Fall Semester, 1974

Class	Number	Percent
Freshman	73	1
Sophomore	290	4
Junior	1,433	21
Senior	2,499	37
Unclassified	131	2
Graduate	2,390	35
	6,816	100

APPENDIX L

Scheduled Graduate Courses at 500-600 Levels
by Year and Terms Offered, 1971-72 to 1973-74

Year	Summer			Fall			Winter			Spring		
	T	E	S	T	E	S	T	E	S	T	E	S
1973-74	324	13	—	709	252	14	757	285	19	339	126	1
1972-73	334	12	—	726	266	12	742	257	14	327	91	1
1971-72	346	18	—	735	246	16	793	265	14	348	114	—
Total	1,004	43	—	2,170	764	42	2,292	807	47	1,014	331	2
Percentage of Evening and Saturday Classes		4.3	—		35.2	1.9		35.2	2.0		32.6	0.2

Key
T—Total
E—Evening
S—Saturday

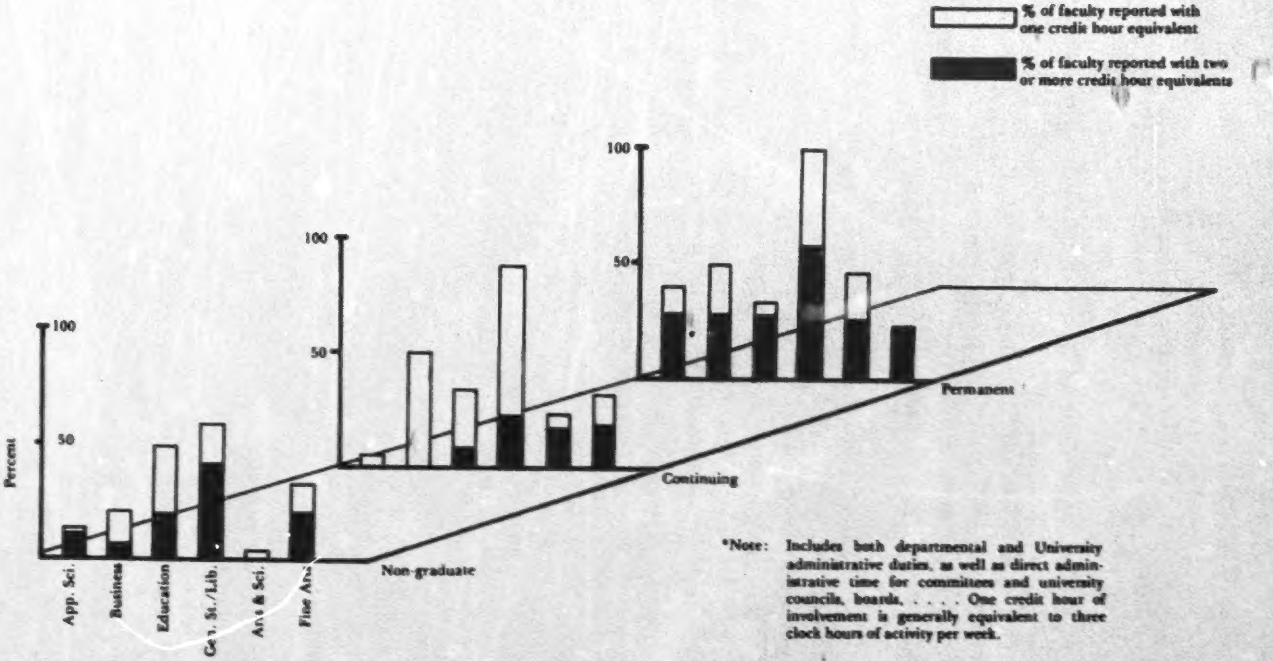
APPENDIX M

List of Associations Accrediting Graduate Programs at Western

American Association of Collegiate Schools of Business
American Association of Workers for the Blind
American Boards of Examiners in Speech Pathology and Audiology,
  American Speech and Hearing Association
American Chemical Society
American Library Association
American Occupational Therapy Association
Council on Medical Education of American Medical Association
Council on Social Work Education
National Association for Music Therapy
National Association of Schools of Art
National Association of Schools of Music
National Council for Accreditation of Teacher Education
North Central Association of Colleges and Secondary Schools

APPENDIX N

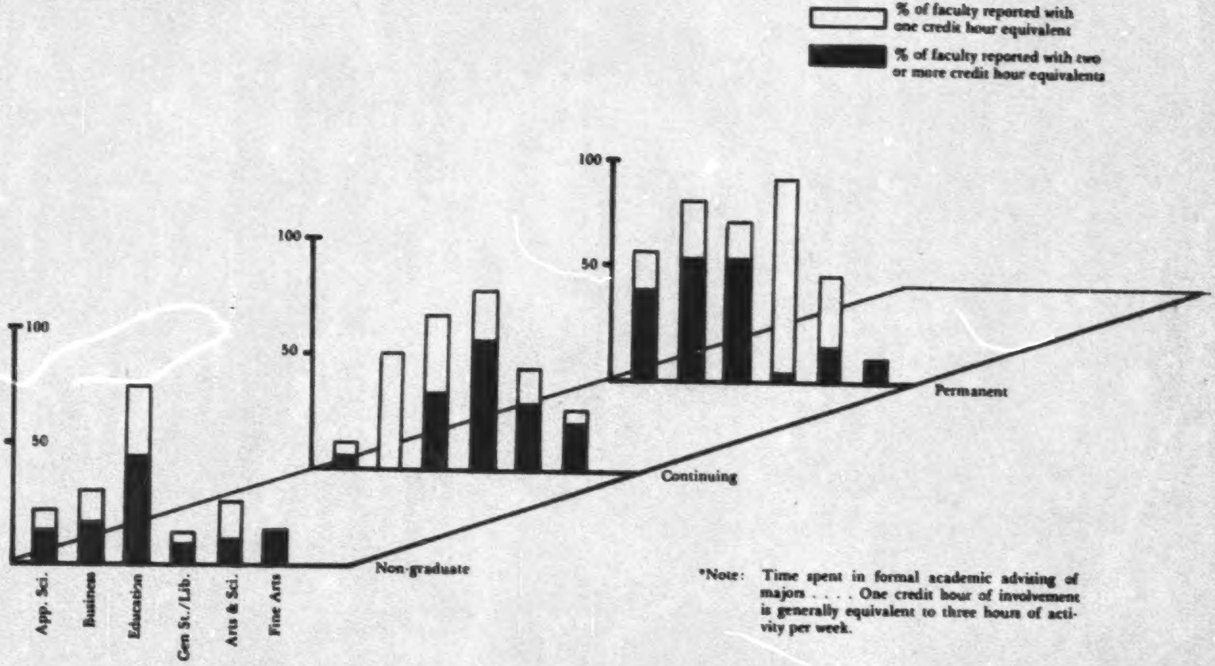
Percentage of Faculty, by College and Graduate Faculty Status, with Reported Administrative Activities, Fall Semester, 1973*



*Note: Includes both departmental and University administrative duties, as well as direct administrative time for committees and university councils, boards, ... One credit hour of involvement is generally equivalent to three clock hours of activity per week.

APPENDIX O

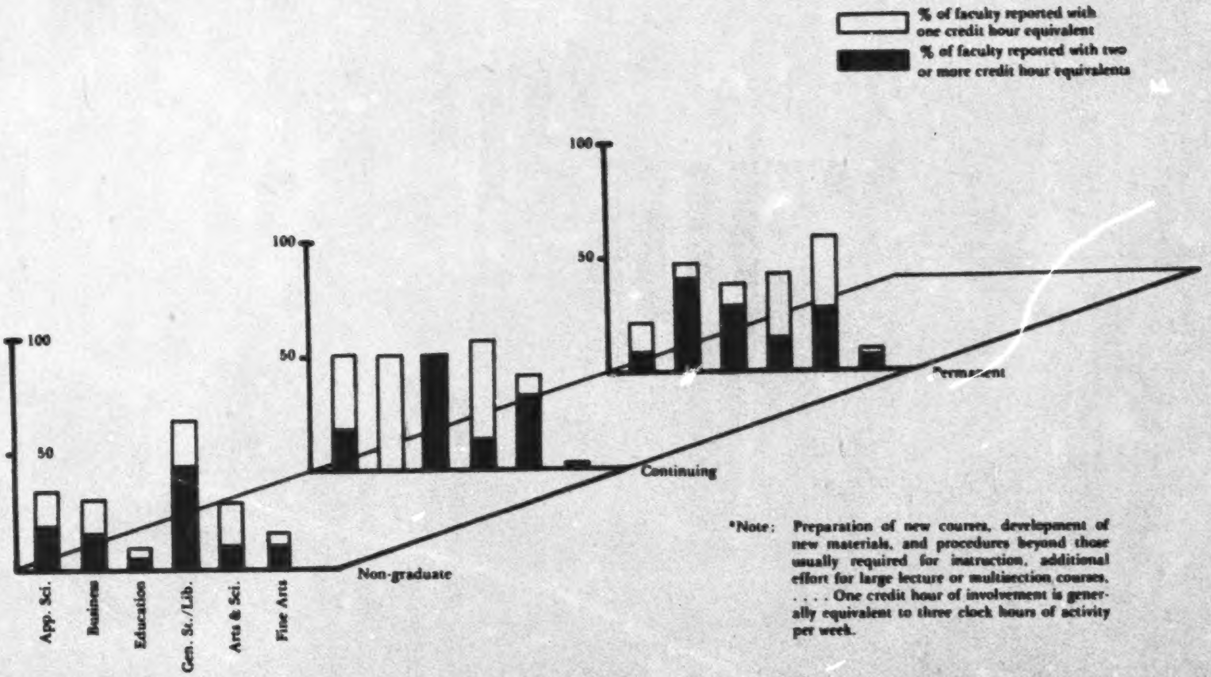
Percentage of Faculty, by College and Graduate Faculty Status, with Reported Academic Advising Activities, Fall Semester, 1973*



*Note: Time spent in formal academic advising of majors . . . . One credit hour of involvement is generally equivalent to three hours of activity per week.

APPENDIX F

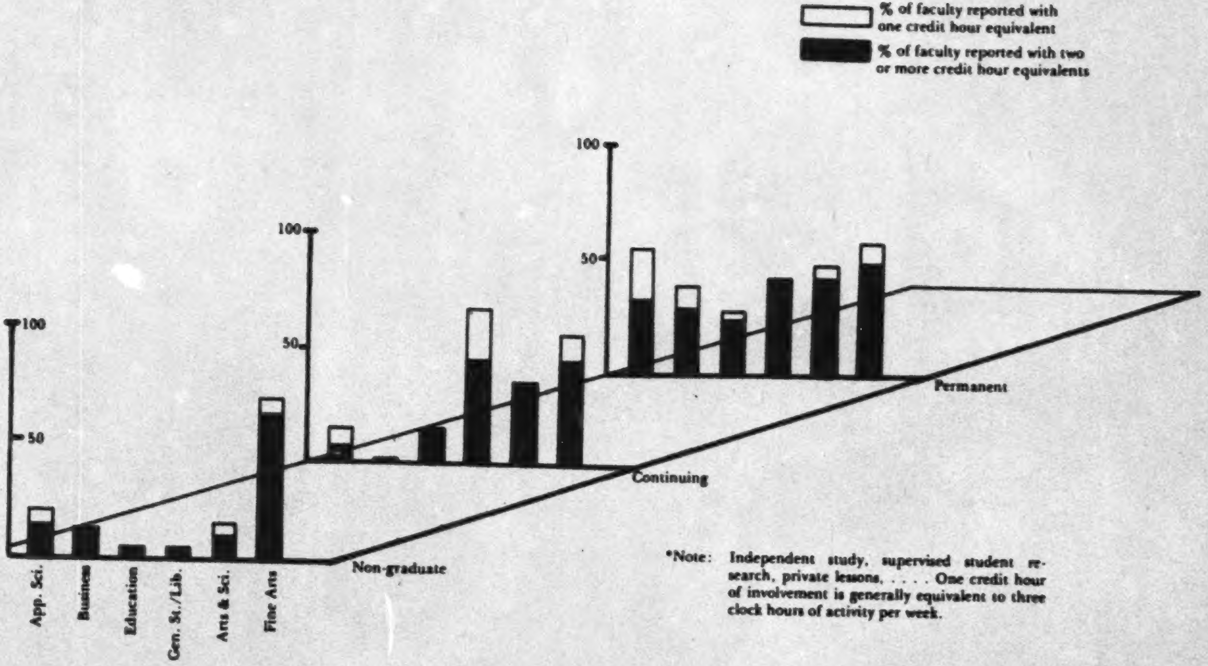
Percentage of Faculty, by College and Graduate Faculty Status,
with Reported Activity in Support of Instruction, Fall Semester, 1973*



*Note: Preparation of new courses, development of new materials, and procedures beyond those usually required for instruction, additional effort for large lecture or multisection courses. . . . . One credit hour of involvement is generally equivalent to three clock hours of activity per week.

APPENDIX Q

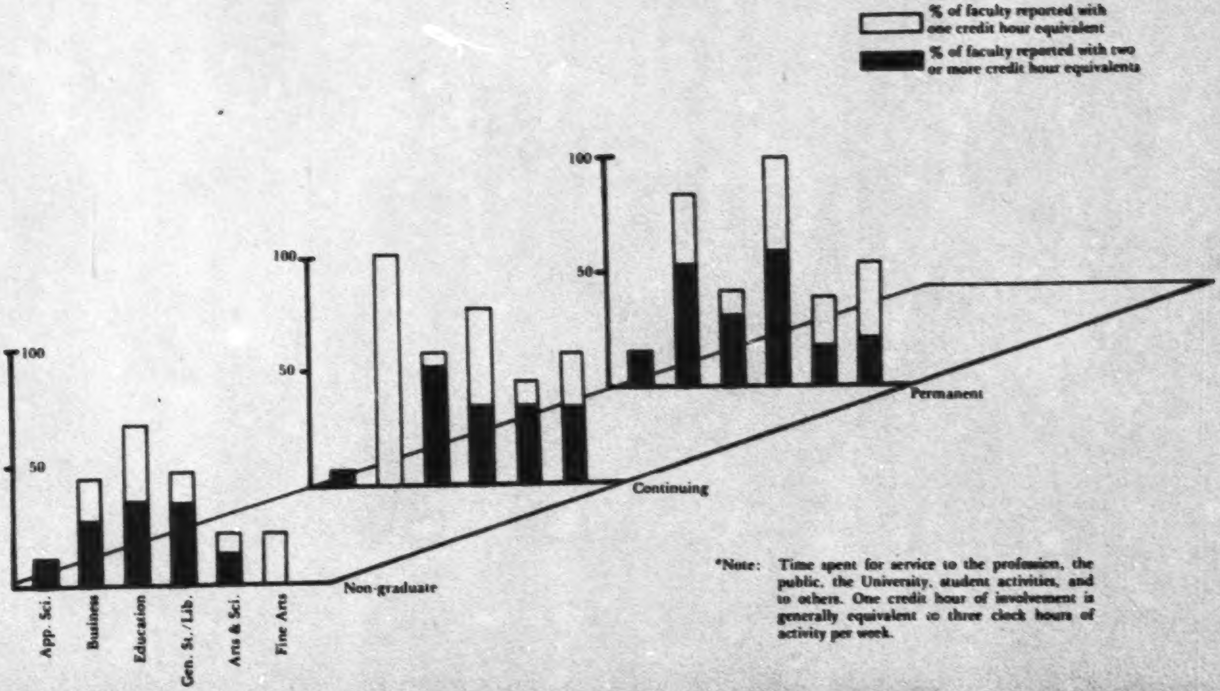
Percentage of Faculty, by College and Graduate Faculty Status, with Reported Arranged Instructional Activities, Fall Semester, 1973*



*Note: Independent study, supervised student research, private lessons, ... One credit hour of involvement is generally equivalent to three clock hours of activity per week.

APPENDIX R

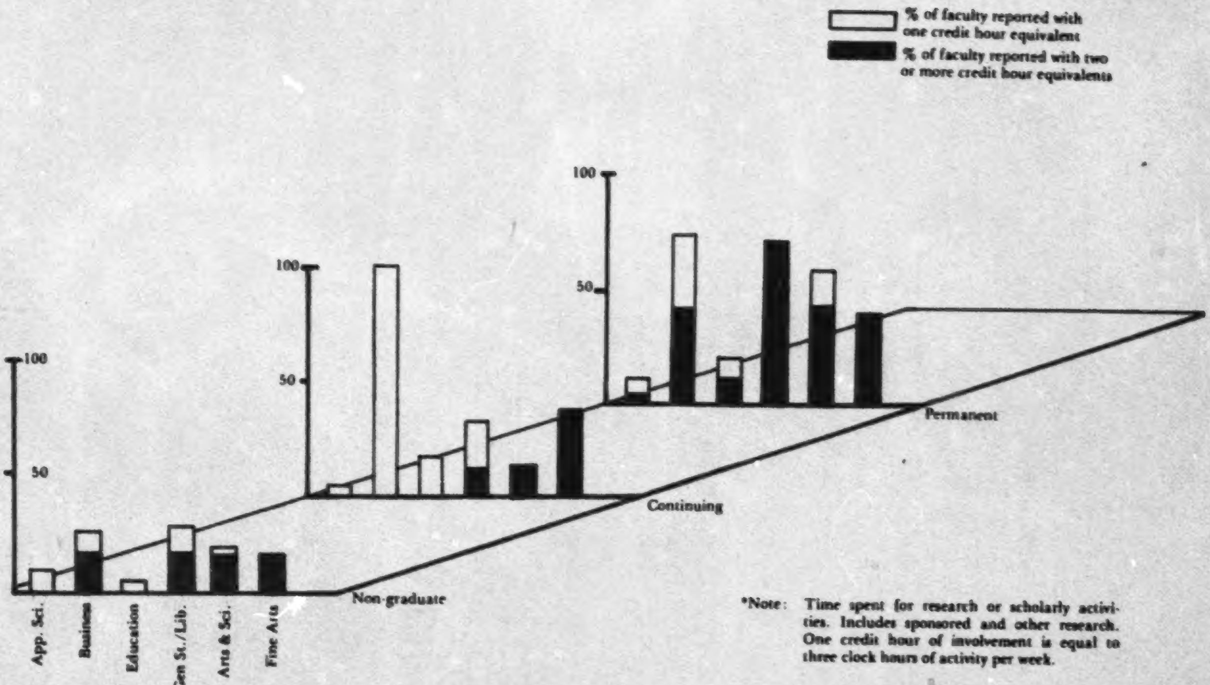
Percentage of Faculty, by College and Graduate Faculty Status, with Reported Professional and/or Public Service Activities, Fall Semester, 1973*



*Note: Time spent for service to the profession, the public, the University, student activities, and to others. One credit hour of involvement is generally equivalent to three clock hours of activity per week.

APPENDIX 5

Percentage of Faculty, by College and Graduate Faculty Status, with Reported Research and Other Scholarly Activities, Fall Semester, 1975*



*Note: Time spent for research or scholarly activities. Includes sponsored and other research. One credit hour of involvement is equal to three clock hours of activity per week.

APPENDIX T

Role Statement of the Graduate Studies Council

The Graduate Studies Council is a policy making and review body with jurisdiction over all graduate curricula and degree programs. Much of the work of the Council is accomplished through *ad hoc* and standing committees such as The Graduate College Curriculum Committee and the Graduate Awards and Fellowship Committee. The standing committees of the Council act on behalf of the Council, within the framework of its policies, subject to review by the superior body. The office of the Dean of The Graduate College exercises a leadership role and assumes responsibility for the development and implementation of graduate programs. University entities originating major projects that affect graduate curricula and degree programs are to inform the Council early in the developmental phases of such programs.

A. The Graduate Studies Council develops policy with regard to:
  1. Admission of applicants to The Graduate College
  2. Development of graduate curricula and approval of graduate programs.
  3. Selection of graduate faculty.
  4. Awards and fellowships
  5. Graduate student personnel practices

B. The Graduate Studies Council reviews:
  1. Existing programs
  2. Proposed new programs and significant program changes
  3. Academic standards of graduate level programs
  4. Reports related to graduate programs that are submitted to accrediting bodies on its behalf

The Graduate Studies Council coordinates its activities with other Councils of the Faculty Senate.

(Approved by the Graduate Studies Council on February 20, 1975.)

APPENDIX U

Members of Topic and Special Committees

Topic Committee on Administration

Dr. Helenan S. Lewis, Department of Political Science, Chairman since January, 1975
Mr. Dean R. Tyndall, Department of Occupational Therapy, Chairman to January, 1975
Dr. Richard T. Burke, The Graduate College
Mr. James J. Coleman, Ed.D. student in Educational Leadership
Dr. Robert R. Fink, Department of Music
Dr. James L. Mitchell, Department of Accountancy
Dr. Larry Oppliger, Department of Physics
Dr. James H. Powell, Department of Mathematics
Dr. Robert J. Smith, Department of Anthropology
Dr. Raymond E. Zelder, Department of Economics
Dr. James P. Zietlow, College of Arts and Sciences

Topic Committee on Curricula

Dr. Joseph P. Stoltman, Department of Geology, Chairman
Ms. M. Joy Anderson, Department of Occupational Therapy
Mr. T. D. Argyropoulos, Department of Art
Dr. Lawrence L. Ashbaugh, Department of Special Education
Dr. Sid Dykstra, The Graduate College
Dr. Marilyn L. Miller, School of Librarianship
Dr. Connor P. Otteson, Department of Marketing
Dr. Richard W. Pippen, Department of Biology
Ms. Joann S. Sibal, M.A. student in Speech Pathology and Audiology
Dr. John R. Sommerfeldt, Medieval Institute
Dr. Michael R. Stoline, Department of Mathematics
Dr. Lambert R. VanderKooi, Department of Electrical Engineering

Topic Committee on Faculty

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Dr. David O. Lyon, Department of Psychology, Co-Chairman
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Dr. Eugene M. Bernstein, Department of Physics
Dr. William A. Burian, School of Social Work
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Dr. Ross Gregory, Department of History
Dr. Otto Grundler, Department of Religion
Ms. Geraldine Richardson, Department of Occupational Therapy
Dr. Daniel L. Stufflebeam, Department of Educational Leadership
Dr. Franklin K. Wolf, Department of Industrial Engineering
Ms. Nancy A. Woods, M.A. student in Sociology

APPENDIX U

(Continued)

Topic Committee on Students

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Dr. Richard J. Dieker, Department of Communication Arts and Sciences
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Dr. Paul E. Holkeboer, College of Arts and Sciences
Dr. Don C. Iffland, Department of Chemistry
Dr. Owen B. Middleton, Department of Teacher Education
Ms. Diane L. Milligan, The Graduate College
Dr. L. Michael Moskovis, Department of Business Education
Ms. Seata V. Peekstok, M.A. student in Communication Arts and Sciences
Dr. Charles V. Spaniolo, Counseling Center
Mr. H. Joseph Straight, Ph.D. student in Mathematics
Dr. Dan H. Thompson, School of Social Work
Dr. Lewis Walker, Department of Sociology

Special Committee on Community Service

Dr. Peter Kobrak, Department of Political Science, Chairman
Dr. Galen Alessi, Department of Psychology
Dr. Robert M. Ballard, School of Librarianship
Mr. William A. Burdick, M.A. student in Mathematics
Dr. Robert L. Erickson, Department of Speech Pathology and Audiology
Dr. John P. Flynn, School of Social Work
Dr. Roy Groulx, Department of Industrial Engineering
Dr. Andrew F. Powell, Business Research and Service Institute
Dr. Ellen P. Robin, Department of Sociology
Dr. Rodney Roth, Department of Educational Leadership
Dr. Roger L. Wallace, Department of Management
Mr. George S. Wood, Jr., Ed.D. student in Educational Leadership

APPENDIX U

(Continued)

Special Committee on Continuing Education

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Mr. Robert Boughner, College of Applied Sciences
Ms. Ivory Clinton, Ed.D. student in Educational Leadership
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Mr. Theodore A. Ferris, M.A. student in Economics
Dr. Graham P. Hawks, Department of History
Dr. F. William McCarty, Department of General Business, Law Area
Mr. Nathaniel McCaslin, School of Social Work
Dr. Claude S. Phillips, Jr., Department of Political Science
Dr. Myron H. Ross, Department of Economics
Dr. Kenneth F. Simon, College of Education
Dr. Leo C. Stine, Division of Continuing Education
Dr. Jon C. Stott, Department of English
Dr. Charles C. Warfield, Department of Educational Leadership

Special Committee on Facilities

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Dr. Uldis Smidchens, Department of Educational Leadership, Co-Chairman
Mr. Frederick R. Brail, Department of Teacher Education
Dr. Hardy Carroll, School of Librarianship
Mr. Leonard Gernant, Academic Services
Mr. Keith G. Harrison, M.A. student in Biology
Dr. George G. Lowry, Department of Chemistry
Mr. Peter P. Malanchuk, University Libraries
Mr. Peter C. K. Mist, Ed.D. student in Counseling and Personnel
Dr. Carol A. Ryan, Department of Management
Dr. Robert L. Shafer, Department of English
Ms. Judith S. Singleton, Institute of Cistercian Studies

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